A HISTORY OF THE EARLY TEACHING OF AGRICULTURE IN SOUTH CAROLINA

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INTRODUCTION

"That great God, which has given to man all his blessings, has commanded him to till the ground. Hence he has made the tilling of the earth the foundation of all civilization. Look abroad upon man from the creation, and everywhere he is a savage -- a roaming barbarian, till he sits down to make his bread by the sweat of his face."[1]

Wallace states: "In inconceivable distant ages geological forces predestined that South Carolina should not possess the resources of coal and iron which confer concentrated wealth and power, but that, until she learned to use her water falls to manufacture the products of her fields and forest, she should be marked by the virtues and shortcomings of a predominantly agricultural region."[2]

According to Mr. Verd Peterson, primarily the early history of South Carolina is agricultural.[3]

Statement of the Problem

The purpose of this study is to describe the development of

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[1]R. F. Simpson, "Education for the Agriculturist," The Rural Carolinian, Vol. 1, No. 9 (June, 1870), p. 539.

[2]David D. Wallace, The History of South Carolina (New York: American Historical Society, 1934), p. 8.

[3]Personal interview, Mr. Verd Peterson, former State Director of Vocational Education in South Carolina, Columbia, October 14, 1955.

agricultural education in South Carolina from the time of the first influx of settlers to the beginning of the Federal program in vocational agriculture.

The data obtained are organized and presented to show the steps in the early development of the teaching of agriculture, how policies were developed and how the problems were met.

Need for the Study

Preliminary studies indicate that the contributions to the early development of agricultural education in South Carolina have come from a large number of organizations and that a great amount of work has been done for the promotion of agricultural education. As already indicated, the history is to be found in a wide variety of forms and is located in a number of places throughout the State. In light of these findings, it would seem that a study of this type is needed in order to bring together the history into a volume which will be useful, especially to teachers. Such a volume should help them in solving present day problems.

Limitations

The history is limited to the development of agricultural education of less than college grade in South Carolina. Emphasis will be placed on the period from the earliest historical beginnings to the establishment of the federal program in agricultural education.

In the main, this history of agricultural education is limited to developmental work done by local, county, and state organizations

with emphasis on work done through the public school system of the State.

Procedure

Two methods were followed in the collection of data for this study. They were the intensive reading of available written sources and personal interviews of a number of living educators and other agricultural leaders.

After the data were collected, they were checked and rechecked in order to insure the greatest possible degree of accuracy. Where several sources of information were available on a given topic, the sources nearest to the original event were used. Published materials were used in preference to unpublished materials. Original manuscripts were used in preference to published reports. Information obtained from personal interviews was checked against written sources and if found to be in conflict the written information was selected over the oral.

The author has attempted to give a brief historical background of the State. In this background, a general description of the physical characteristics of the State has been shown along with the early types of peoples who settled it. This historical background was included in the work in order to give the reader a better understanding of why the State developed into an agricultural area at an early date.

Throughout the study, the writer has endeavored to show the principles and concepts underlying the various programs of development in agricultural education. The growth trends have been shown during the various periods of development of the work.

This study is not offered as a complete history of agricultural education, by any means. In this type of study there is usually some repetition and necessary overlapping of materials.

Physical Features of the State

South Carolina lies in the apex of the great bend westward of the shore line of the Atlantic Ocean. From Miami, Florida, to Cape Hatteras, North Carolina, the string of this bow, the mighty Gulf Stream rushes along, distant from the Carolina shore from 50 to 150 miles.

The State lies almost wholly between the thirty-second and thirty-fifth parallels of north latitude, and between the seventy-ninth and eighty-third meridians of west longitude.

The State is in the shape of an inverted isosceles triangle, the base representing the irregular line along the North Carolina border; its vertex would be at the mouth of the Savannah River. The shore line stretches northeast for an airline distance of about 185 miles. The northwest border of the State, through its entire length of about 238 airline miles, is the Savannah River and its tributaries.

The shore line has many indentations made by the numerous rivers and bays. The actual shore line of the mainland is computed to be 281 miles, and that of the sea islands to be 960 miles.[4]

The area of the State is now generally given as 30,989

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[4]South Carolina, Department of Agriculture, Commerce and Industries, South Carolina: A Handbook, prepared by the Department of Agriculture, Commerce and Industries and Clemson College (Columbia, 1927), pp. 25-27.

square miles, of which 494 are water, leaving 30,495 square miles as the land area. This is again divided into three regions with distinct physical characteristics. The first is the Coastal Plain; the second is the Sand Hills; and the third is the Piedmont Plateau.

The Coastal Plain, known locally as "the Low Country," extends inland about ninety to one hundred miles. It is in shape, roughly speaking, a trapezoid, of which the shore line is the base, the left boundary is the Savannah river to Upper creek just above the village of Ellenton, on the line between Aiken and Barnwell counties. Thence the boundary of the Coastal Plain proceeds parallel with the coast to the point where the Peedee river enters the State, between Chesterfield and Marlboro counties. It contains approximately 18,000 square miles or three-fifths of the total area of the State.

The Sand Hill region parallels the Coastal Plain and varies in width from twenty to twenty-five miles. Its northwest boundary begins on the Savannah river, coincident with the northwest boundary of Aiken county, and extends to the North Carolina line to a point some miles east of the entrance of Lynches river. Its area is about 3,600 square miles.

The remaining region, the Piedmont Plateau, or "the Up Country," is in shape a miniature South Carolina. Its base extends for nearly 200 miles along North Carolina; its right side is the upper boundary of the Sand Hills, and its left the Savannah river. It contains about 11,500 square miles, or a little more than one-third the total area. These regions are in size to each other approximately as 14, 3, and 8.

Each of these sections is again divided into two nearly equal areas by the Santee river, and the Congaree, which bisect the Coastal Plain; the Broad river, bisecting the Sand Hills; and the Broad and Enoree rivers bisecting the Piedmont.

Other subdivision of these sections is made as follows:

I. Coastal Plain:
   1. The coast region proper, extending inland about ten miles, and containing about 1,700 square miles.
   2. The Lower Pine Belt, about 50 miles wide and containing 10,226 square miles; maximum elevation, 134 feet at Branchville.
   3. The Upper Pine Belt, from 20 to 40 miles wide, containing 6,000 square miles; maximum elevation 259 feet.

II. The Sand Hills:
   1. The Red Hills, extending nearly through the State, containing 1,620 square miles, maximum elevation 600 feet.
   2. The Sand Hills proper, embracing 2,400 square miles, and with maximum elevation of 700 feet.

III. The Piedmont Plateau:
   1. The Piedmont proper, about 10,425 square miles, and with elevation from 600 to 900 feet.
   2. The Alpine or mountainous, about 1,250 square miles, elevation from 900 to 3,548 feet at Sassafras mountain in Pickens county, the highest point in the State. Other well-known peaks are King's Mountain, 1,692 feet; Paris Mountain, 2,054 feet; Caesar's Head, 3,118 feet.

The most interesting and important single physical characteristic is the "Fall Line," which is an irregular line determined by the shoals or rapids on the rivers, occasioned by their rather steep descent from the Piedmont Plateau to the Sand Hills and Upper Pine Belt.[5] (See Figure 1)

Soils

The soils of South Carolina are described as fertile and in great variety. The lands of South Carolina are of many kinds and adapt the State to agriculture and horticulture of nearly every description. The soils of the Piedmont Plateau are residual; those of the Coastal Plain are alluvial. These soils differ greatly in their physical properties and their agricultural uses. The soils of the Piedmont belong largely to the Cecil series. The soils of the Coastal Plain are known as Norfolk, Portsmouth, Coxville, Orangeburg and Tifton.

The Piedmont Plateau and the Coastal Plain regions of the State differ as widely in the origin of their soils as they do in their

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[5] Ibid., pp. 27-28.

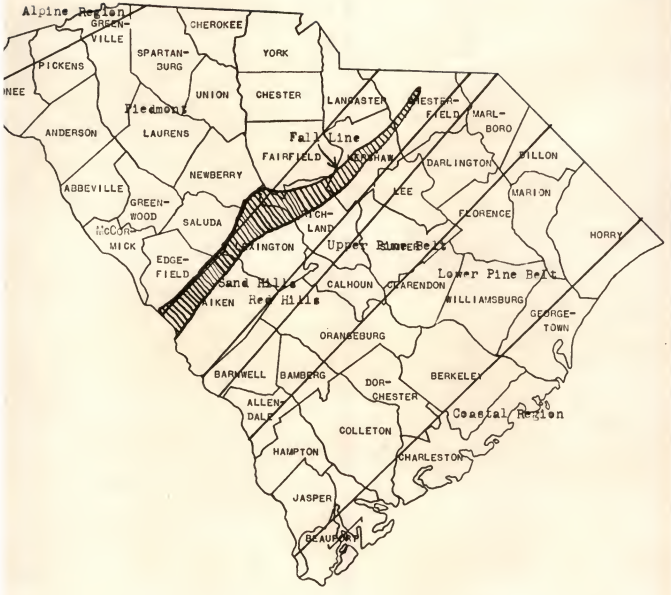

Figure 1.- Map of South Carolina Showing the Physical Divisions

topographical features. Geographically the Piedmont region is much older than the Coastal Plain region. During ancient times great amounts of material were washed from the Piedmont and spread over the old ocean floor, resulting in a variety of formations overlying each other more or less horizontally. The Piedmont soils were derived directly from the decay of underlying rocks, while those of the Coastal Plain are from unconsolidated materials, complex in origin, which have been transported and otherwise modified by the action of water.

The soils of the Piedmont Plateau are well adapted to the growing of fruits, grasses, grains, clovers and other forage crops. The soils of the Coastal Plain are well adapted to general farming and trucking.[6]

Catesby described the soils of Carolina as follows: "The soyl of Carolina is various but that which is generally cultivated confifts principally of three kinds which are diftinguifhed by the Names of Rice Land, Oak and Hiccory Land, and Pine barren Land." He stated that "Rice Land" was most valuable. He said it was: "vaftly rich, containing wafhing from the higher land, confifting of a sandy loam of a dark brown colour. The next Land in efteem is that called Oak and Hiccory Land. This Land is generally light and sandy, with a mixture of loam. It produces the beft grains, roots and herbage. The third and worft kind of Land is the Pine barren land . . . light Sterril Sand . . . productive of little elfe but Pine trees. One third part of the country is,

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[6] Ibid., pp. 95-101.

I believe, of this Soyl."[7]

Climate

The climate of South Carolina is described as kind and bracing, free from extremes of bitter cold and fierce heat. The averages of the Temperate Zone help to make it "the comfortable State." The normal temperature of the State is 62.9 degrees. The highest temperature ever recorded in the State was 111 degrees in 1925, and the lowest was 11 degrees below zero in 1899.[8]

The average rainfall of the State as a whole is 47.73 inches. Through the central portion of the State the annual rainfall is about 45 inches. In the mountainous section of the State the annual precipitation ranges from 55 to 65 inches. Over the coastal counties the annual rainfall is 50 inches or more.[9]

Water Power

South Carolina has swift rivers which furnish inexhaustible power for industry and for watering the fertile lands. The State is drained by three great river systems -- the Peedee, the Santee and the Savannah. The headwaters, of the tributaries, of some of these rivers are over 1,000 feet above sea level.[10]

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[7]Mark Catesby, The Natural History of Carolina, Florida and the Bahama Islands (London: Printed for C. Marsh, in Round Court in the Strand; T. Willcox over against the New Church, in the Strand; and B. Stichall in Clare Court, MDCCLIV), Vol. 2, p. iii.

[8]South Carolina, South Carolina, op. cit., p. 29.

[9]Ibid., p. 29.

[10]Ibid., pp. 39-40.

Minerals

South Carolina is not primarily a mineral State. Dr. F. H. H. Calhoun has this to say about the mineral values of South Carolina: "While South Carolina is pre-eminently an agricultural state, she does yield in the Piedmont section stone, clay and clay products, barytes, mica, and a little gold and silver. In the Coastal Plain area we find sand and gravel, clay and clay products, marl and the raw material for making cement. Phosphate rock formerly mined in large quantities, is no longer produced. . . . It is probably no exaggeration to say that in the Aiken area is to be found the largest and purest sedimentary kaolin deposit in the United States."[11]

Timber

According to Tilghman: "The State is rich in timber. The home of the fast growing pine, South Carolina's forest wealth properly conserved is inexhaustible." The total land area of the State is 19,516,800 acres. About two-thirds of this area is in timber. About 65 per cent of the timbered area of the State is in pine, the balance is hardwoods.[12]

There is a description of the resources of early Carolina from Oliphant. In reporting on "The First Year in Charles Town," she states:

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[11]F. H. H. Calhoun, "Mineral Values Increase," South Carolina, The Department of Agriculture, Commerce and Industries and Clemson College (Columbia: 1927), pp. 77-78.

[12]Horace L. Tilghman, "The State Rich in Timber," South Carolina, The Department of Agriculture, Commerce and Industries and Clemson College (Columbia: 1927), p. 72.

We know just how they felt about it because we have letters they wrote to the Lords Proprietors. The soil could produce almost any crop, and everything they planted grew faster than they expected. Their cows and hogs found pasture the year around. The hogs liked the acorns and berries and roots of the woods and came scampering home for corn only when the colonist blew a horn.

There were groves of pines — seventy, eighty, a hundred feet high, straight as an arrow. There were forests of hardwoods, cedar and cypress. There were so many peaches and apricots and grapes and berries that the woods were like a garden. There were so many coveys of birds and flocks of ducks that they darkened the sky in flight. The woods were full of deer, rabbits and other animals. There was fine turtling all the year. The rivers were teeming with fish and the salt creeks with oysters and shrimp, clams and crabs.[13]

Early Settlements in South Carolina

Early attempts were made by the Spanish and French to settle the territory that now comprises the State of South Carolina. From accounts by Rivers, it is found that the Spaniard, Vasquez de Ayllon, landed at St. Helena, later called Port Royal, and still later named Parris Island. This landing was made in 1520, and de Ayllon claimed the territory for Spain.[14] A French fleet, under Jean Ribault, landed at Port Royal, May 27, 1562 and claimed the territory for France. Neither of these attempts at settlement was successful. From Rivers' account may be found a description of the Port Royal landing as given by Ribault: "Flocks of wild turkeys flew above their heads and around they beheld partridges and stags . . . caught fishes in their nets in the bay in

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[13]Mary C. Simms Oliphant, The New Simms History of South Carolina (Columbia: The State Company, 1940), p. 43.

[14]William J. Rivers, A Sketch of the History of South Carolina to the Close of the Proprietary Government by the Revolution of 1719, with an appendix containing many valuable records hitherto unpublished (Charleston: McCarter and Company, 1856), pp. 15-26.

numbers so wonderful that two draughts of the net supplied enough for a days food for the crews of both ships." In this account Ribault described the Indians as very improvident, not planting more corn than would serve for one season. Ribault further described the agriculture of the area thus: "Quade, a friendly Indian chief, showed them his fields of growing corn." Of the settlers Ribault had this to say: "the safety of the garrison depended upon their tilling the fertile lands adjacent to the fort and raising a supply of food, which they had ample time to do; being of unthrifty habits they refused to do this and Quade helped them to replenish their supplies twice by borrowing from his brother."[15]

Carolina was granted to eight noblemen, by Charles II of England, in 1663. The proprietors sent an expedition to South Carolina under the command of Mr. Joseph West. He was instructed by the proprietors to form a plantation in the vicinity of the first settlement of Port Royal. He was directed to sail first to Kinsale in Ireland to obtain twenty or twenty-five servants for the proprietors whose object was to form the plantation. "Experiments were directed to be made in vines, olives, ginger, cotton, indigo, and different vegetables, such as Indian corn, beans, peas, turnips, carrots, and potatoes; and he was wisely told never to think of making any commodity your business further than for experience sake, and to have your stock of it for planting increase till you have sufficiently provided for the belly by

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[15] Ibid., pp. 15-26.

planting a store of provisions."[16]

He was also instructed to fence a piece of ground for cattle and to get hogs from the Barbadoes.[17]

The fleet under the command of West landed at Port Royal on the seventeenth day of March 1670.[18] The settlement was made the following month on the western bank of the Ashley River. The following year the name of Charles Town was given to their settlement.[19] This settlement which was made on the bank of the Ashley River in April 1670 became the first permanent settlement of white men on the soil of South Carolina.[20]

The first group of settlers had to bring their food, clothing, tools, horses, cows, hogs and chickens with them, even the seed they expected to plant.[21] Oliphant, in describing these early settlers, states: "Before the year was out so many Barbadians had come to live in South Carolina that they numbered nearly half the population. . . . A few people from France, Holland, and England arrived. . . . The greater portion of the population was white servants. Many of the early settlers who came from Europe were desperately poor."[22]

The earliest arrivals in the province settled mainly in three

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[16] Ibid., p. 26.

[17] Ibid., p. 92.

[18] Ibid., p. 94.

[19] Ibid., p. 95.

[20] South Carolina, South Carolina, op. cit., p. 6.

[21] Oliphant, op. cit., p. 50.

[22] Ibid., pp. 50-51.

places -- at the mouth of the Ashley River (in and around Charles Town); at the mouth of the Santee River (above Charles Town); and at the mouth of the Edisto River (below Charles Town). As a rule, the settlers belonging to the Church of England settled on the rivers and islands nearest Charles Town. Those who did not belong to the Church of England settled at the mouth of the Edisto River.[23]

The Scots made an early settlement near the present town of Beaufort. The French had settled along the Santee River.[24] (Figure 2.)

Figure 2.--Location of the First Settlers in South Carolina

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[23] Ibid., pp. 54-55.

[24] Ibid., p. 56.

By 1730 the early South Carolinians had pushed about thirty miles back from the ocean into the wilderness. Eleven new townships had been laid out in the back country. Nine of the townships had been actually settled. Five of the townships were settled by French and German Swiss: Purrysburghon the Savannah by French Swiss; Orangeburgh on the Edisto River by German Swiss; Amelia on the Santee River by German Swiss; Saxe Gotha on the Congaree River by German Swiss and New Windsor on the Savannah River opposite to where the city of Augusta, Georgia now stands. Kingstree, in Williamsburg township, on the Black River was settled by a group of Scotch-Irish Presbyterians from Ireland. A colony of Welsh Baptist from Pennsylvania settled Queensborough on the Peedee River. Some settlers pushed higher up the river and made a settlement they called the Welsh Neck. This settlement was opposite to the present town of Society Hill. Kingsborough, on the Waccamaw River, was settled by a group of people of various countries. It was near where the present town of Conway stands.[25] (See Figure 3.)

Difficulties of the Settlers

The settlers were a small band of white people living in the midst of thousands of savages, whom it was dangerous to trust. They were also constantly threatened by attack from the Spaniards to the south of them. They quarreled with the Proprietors and with the Governor. The Proprietors stopped sending food and supplies because they were not receiving timber and other products expected from the colony.

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[25] Ibid., pp. 101-105.

Governor West informed the Proprietors that the settlement had been on the verge of ruin many times, from starvation, from quarrels among the settlers and from Indian and Spanish attacks. The members of the different religious groups continuously quarreled with each other.[26]

Figure 3.--Map Showing the Location of the Nine Townships Settled by 1730

Near the close of the seventeenth century a fearful hurricane blew down many of the houses in Charles Town. A great fire broke out and destroyed a part of the town. Then, an epidemic of smallpox brought death to many people over the province. The Indians died like flies. Scarcely was the smallpox over when yellow fever broke out. So many people died that it was difficult to find anyone to bury the dead.[27]

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[26] Ibid., pp. 49-58.

[27] Ibid., p. 59.

In 1706 the French and Spanish sent an expedition against Charles Town. This force was defeated and driven off after some of the attackers were captured and brought into town.

As a result of the war between France and England, there was fighting between the French and English colonies in America. The French stirred up the Indians against the English settlers in South Carolina. This resulted in a long and bloody war between the Cherokees and the settlers.

In 1715 the South Carolinians fought a very bloody war against the Yamasee Indians. Seven thousand Indians were on the war path. Men, women and children were massacred by the bloodthirsty savages. After help arrived from Virginia, the uprising was finally put down. Many settlers lost their lives, their homes, their herds of cattle and their crops.[28]

Early Institutions which Influenced Agricultural Development

Influences from the American Indians

Carrier, in writing of the influence of the American Indians on agriculture, states:

> Historical evidence proves beyond question that the great majority of the Indians lived in fixed habitations, tilled the soil and subsisted fully as much, if not more, on their agricultural products than they did on those of the chase. The more the matter is studied from an unprejudiced point of view the more remarkable appear their achievements in farming. No people anywhere in the world ever made greater strides in plant breeding than did the American Indians.

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[28] Ibid., p. 43.

American farm practices have been greatly influenced by the Indian agriculture. Inter-tillage with such crops as corn, tobacco, sweet potatoes and beans had been commonly practiced in America by the white men more than two hundred years when Jethro Tull in England wrote his "Horse Hoeing Husbandry" and had been in use by the Indians untold centuries before. The Indians in their land of boundless acres practiced a rotation of fields rather than a rotation of crops. A field was cropped until it no longer produced profitable yields, then it was abandoned and new land cleared. The colonist followed the Indians example, as clearing new land was cheaper than fertilizing old.[29]

Murray describes the activities of the "Red People" thus:

They lived simply and seemed content with what they had. The water and the land gave them food for the taking. They fished in blue estuaries and along ebony black rivers, and hunted terrapin in green salt marshes. On mud flats behind white dunes beach islands they dug clams and gathered oysters. In the great forest they shot and trapped deer, raccoon, squirrels and birds.

Of the agriculture he remarked, "The white visitors discovered that the Indians were industrious tillers of the soil."[30]

European Influences

"The establishment of a testing garden by the Lords Proprietors on Ashley River in South Carolina in 1669-70 appears to be the first agricultural experimental farm ever established in America for the purpose of improving agriculture."[31] In this account Carrier states that "the Lords Proprietors instructed the settlers at Charles Town to obtain information as to the proper season for planting corn, beans and

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[29]Lyman Carrier, The Beginnings of Agriculture in America (New York: McGraw Hill Book Company, 1923), pp. 93-97.

[30]Chalmers S. Murray, This Our Land (Charleston: Carolina Art Association, 1949), pp. 7-8.

[31]Carrier, op. cit., p. 191.

peas from the natives."[32]

According to Carrier, "Andrew Percival was instructed by Lord Shaftesbury in regard to the settlement in 1674 on Edisto River in South Carolina. 'You are to endeavour to make Irish potatoes grow and to have sufficient stock of them to supply your necessity if your other provisions should fail.'"[33]

Carrier states that the planning for this first settlement on the Ashley River is "memorable because of the provision made for the fostering and encouragement of agriculture." According to Carrier's account, Commander Joseph West was to stop at the Barbadoes and procure a supply of: "cotton seed, Indiago seed, ginger roots . . . some canes (sugar canes), olive sets, half a dozen young sows and a boar." Special care was ordered to be taken of all these and that "the first efforts at culture should be experimental to find out the soil to which each species of plants was best adapted and the season of the year most favorable for planting, also to provide seeds and cuttings for the use of the plantation."[34]

Lindstrom, in writing of the influences of the Mother Country, states: "In the 168 years before the Revolutionary War, most of the interest in agricultural organization was centered in the Mother Country; the 'Gentlemen' farmers of the colonies kept in close touch with the societies in England, many of them retaining or securing

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[32] Ibid., p. 205.

[33] Ibid., p. 85.

[34] Ibid., p. 207.

membership in them. The chief interest was in carrying on experiments in soil improvement, crop varieties, and the breeding of livestock and publishing results of these experiments in publications of English agricultural societies."[35]

Murray writes of the settlement under West at Charles Town: "In the opinion of the Lords Proprietors, agriculture would be the greatest financial asset of Carolina. In Carolina experimentation became the keynote of the planters' activities. They seized onto news of new crops with eagerness and once the seed were procured lost no time in making tests. Doggedly they went ahead with their experiments . . . each plantation was a kind of laboratory and each planter a pioneer in agricultural science."[36]

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[35]David Edgar Lindstrom, American Farmers and Rural Organizations (Champaign, Ill.: The Gerrard Press, 1948), p. 62.

[36]Murray, op. cit., pp. 9-10.

CHAPTER II

CONTRIBUTIONS OF THE EARLY AGRICULTURAL SOCIETIES TO THE TEACHING OF AGRICULTURE IN SOUTH CAROLINA

For more than a century farmers' societies have played an important role in the promotion of better farming ideas and practices in South Carolina.[1] According to Gras, the American agricultural societies sprang up early to propagate the best known doctrines of cultivation.[2]

The Winyah Indigo Society was established by a group of planters in the Georgetown district as early as 1740.[3] This society was granted a royal charter by King George II of England in the year 1758.[4] Apparently the writers on the agricultural societies do not consider this organization an agricultural society. The work of this society has been included because it might have some agricultural

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[1] A. B. Bryan, "Some Farming Societies and Farming Science," Better Crops with Plant Food (Washington: The American Potash Institute, April, 1949), Vol. 33, p. 21.

[2] Norman Scott Brien Gras, A History of Agriculture in Europe and America (New York: F. S. Crofts & Co., 1925), p. 388.

[3] A. D. Mayo, "Public Schools During the Colonial and Revolutionary Period in the United States," Executive Documents of the House of Representatives (Washington: Government Printing Office, 1894-95), p. 691.

[4] The Winyah Indigo Society, A Short History of the Winyah Indigo Society of Georgetown, South Carolina 1755-1950, prepared by a committee of members (1950), p. 15.

implications. However, its chief interest seemed to be education.

According to Bryan, the Agricultural Society of South Carolina is the second oldest farmers' society in the United States. This society was organized in the fall of 1785 and is only a few months younger than the Philadelphia Society for the Promotion of Agriculture which was organized in February 1785. The Pendleton Farmers' Society is the fourth oldest agricultural society in the Nation, having been organized in 1815. Two other century-old South Carolina farmers' groups are the Darlington County Agricultural Society and the Beech Island Farmers' Society, both organized in 1846.

Bryan, in writing of these four early agricultural societies, says:

> These societies were voluntary organizations, held together not by necessity but by a desire to serve their members and the public in the common good . . . . These four farmers' societies, in short, have rendered long and honorable service to their members and to the public welfare. And their interests are still primarily agricultural and educational. They represent, in fact, about the first organized efforts in agricultural education . . . these societies have helped to develop many leaders in science and education, because they have encouraged their members to conduct trials and experiments, offered premiums for superior products, agitated for better agricultural training and even purchased and deeded land to the State for agricultural experimentation.
>
> These societies have filled a real need in the agricultural, economic and social life of their sections. They have remained true in principle and are still dedicated to their original purposes. Their records reveal a clear and unmistakable idea of independence of thought and action and a spirit of self-help and courage as well as a fine group cooperation.[5]

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[5]Bryan, "Some Farming Societies and Farming Science," op. cit., p. 22.

The years immediately following the War of 1812 witnessed a great awakening of interest in agricultural societies.[6] Gray in writing on "Agricultural Societies and Fairs" has this to say:

> The earlier agricultural societies suffered heavy mortality rates due to practices such as: they were made up mainly of well to do planters, charged heavy membership dues, required their members in succession to provide a dinner, a practice which soon became burdensome, giving of premiums to encourage maximum product per acre ran counter to fundamental economic tendencies in southern agriculture at the time.
>
> Gradually the experience indicated the lines of successful and durable organization. Societies became less exclusive, dues were lowered, the program of work was broadened, expeditions were organized to individual farms and the agricultural practices were critically discussed; plowing matches appealed to the yeowman class, and the premium lists were enlarged to include products of the female members of the household. Gradually the prudish prejudice against the attendance of women at livestock exhibitions was broken down. Some societies, for example, the Pendleton Society of South Carolina acquired an element of durability through the ownership of a meeting hall or other real estate.
>
> Probably the most important element, however, in furthering the creation of agricultural societies and in promoting durability was the association of agricultural societies with annual fairs. Many societies became owners of fair grounds and equipment. In 1860 there were twelve district fairs in South Carolina besides two of state wide importance.[7]

In 1823 there were eleven such agricultural societies in South Carolina, including: the South Carolina, the Pendleton, the Edgefield, the Barnwell, the St. John's Colleton, the St. Helena, the Beaufort, the Beaufort District, the St. Andrews, the St. Paul's and the Winyaw. In 1839 articles appearing in the Southern Agriculturist resulted in a

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[6]Lewis Cecil Gray, History of Agriculture in the Southern United States to 1860 (New York: Peter Smith, 1941), pp. 784-786.

[7]Ibid., p. 785-786.

call for all agricultural societies in South Carolina to meet in Columbia; at this meeting the State Agricultural Society was organized. The State Agricultural Society has exerted tremendous influence in the Legislature of the State for the improvement of agriculture and other economic interest to this day.[8] This organization still operates the State Fair in South Carolina.

In 1843 there were sixteen agricultural societies in South Carolina. They had been organized in all sections of the State but were most numerous in the "low country." In 1869 there were at the State Agricultural Convention delegates representing agricultural societies from twenty-five counties of the State. There are several other agricultural clubs in the State which are sixty to eighty years old. All are still active and efficient agencies for promotion of farming science and improved agricultural practices.[9]

Due to the great number of these existing societies, it was physically impossible to tell in detail the work of each society in a volume of this type. Therefore, the author has selected six of these societies for a more detailed discussion. The ones selected have been in existence for over one hundred years and are still active today.

The Winyah Indigo Society

As early as 1740 a group of planters of the Georgetown district, a vast region of marsh and upland between the Great and Little Peedee

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[8]Wallace, op. cit., Vol. III, p. 376.

[9]South Carolina, South Carolina, op. cit., p. 110.

rivers backed by two hundred miles of forest on the borders of North Carolina, established a monthly club to talk over the latest news and discuss the progress in the culture of the indigo plant, then experimented on in what afterwards became the largest rice plantations of the State.[10] From "A Short History of the Winyah Indigo Society" the following account is taken:

> The planters of Georgetown District, about the year 1740, formed a convivial club, which met in the town of Georgetown on the first Friday of each month, to talk over the latest news from London, which was never less than a month old, to hold high discourse over the growth and prosperity of the Indigo plant (then and for a long time after spelt, in the invoices to London, Indico), and to refresh the inner-man. . . .
>
> There was an initiation fee and an annual contribution from each member, which went to defray the expenses of the meetings. These were always paid in Indigo. . . . And so it came to pass that about the year 1753, the exchequer became plethoric of gold, and the hearts of our founders overflowed with the milk of human kindness. And hence it became the question of the hour, to what good purpose shall we devote our surplus funds. As the tale runs, the discussion was brief, pertinent and solid. At the close of it, the presiding officer called on the members to fill their glasses, he wished to close the debate by a definite proposition, if it met their approbation, each member would signify it by emptying his glass. He said: "There may be intellectual food which the present state of society is not fit to partake of; to lay such before it would be as absurd as to give a quadrant to an Indian; but knowledge is indeed as necessary as light and ought to be as common as water and as free as air. It has been wisely ordained that light should have no color, water no taste, and air no odor; so, indeed, knowledge should be equally pure and without admixture of creed or cant. I move, therefore, that the surplus funds in the Treasury be devoted to the establishment of an independent 'Charity School for the Poor.'" The meeting rose to its feet. The glasses were each turned down without soiling the linen, and the Winyah Indigo Soceity school was established.[11]

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[10] Mayo, op. cit., p. 691.

[11] The Winyah Indigo Society, op. cit., pp. 3-5.

For more than one hundred years, the Winyah Indigo Society School was the only one between Charleston and the North Carolina line. It served as a primary school, a grammar school, a high school, and a collegiate institute. The rich and poor alike attended. The farmer, the planter, the mechanic, the artisan, the general of armies, lawyers, doctors, priests, senators, and governors have looked on the Winyah Indigo Society School as the source of their success, and many as their only source of education.[12]

The charter gave the society authority to found, erect, endow, maintain and support such school or schools for the maintenance and education of such poor and helpless orphans or indigent children, and for binding them apprentices, as they shall judge proper objects of charity.[13]

The Civil War had disastrous effects upon the school. The academy building was occupied by the Federal forces. The building and premises were badly abused. Valuable volumes of books were removed, including Audubon's valuable work on ornithology.[14]

The school was re-opened after the war in 1872. In 1885 the State Legislature passed an Act authorizing the establishment of the Winyah Graded School, and in 1887 the Society's school was merged with the graded school. In 1908 a new brick school building was erected and the graded school moved to the new location. From this has grown the

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[12] Ibid., p. 5.

[13] Ibid., p. 15.

[14] Ibid., p. 6.

Winyah Public Schools of Georgetown today.[15]

The writer has included a sketch of this Society's work even though its primary aim was not the teaching of agriculture; however, its aim was education and part of that aim was a practical education. According to W. D. Morgan, "In the Charter, commendation was given the Society for its principal endeavor being in education. . . . The Society was never affected by politics and it worked nobly toward enlightening the minds, improving the morals, imparting dignity, and practical wisdom to generation after generation of children."[16]

The Agricultural Society of South Carolina

The Agricultural Society of South Carolina was founded on August 24, 1785 at Charles Town, South Carolina.[17] "On Wednesday, the 24th inst., a number of gentlemen met at the City Hall for the purpose of forming a Society in this State to encourage agriculture, according to the resolves of the meeting on the 9th inst.; when the Committee at that time appointed made a report; after which the gentlemen formed themselves into a Society, under the style and title of 'The South Carolina Society for Promoting and Improving Agriculture and Other Rural Concerns . . . .'"[18]

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[15] Ibid., p. 6.

[16] W. D. Morgan, "A Sketch," A Short History of the Winyah Indigo Society of Georgetown, South Carolina 1755-1950, prepared by the Committee on History (1950), pp. 7-11.

[17] C. Irvine Walker, History of the Agricultural Society of South Carolina, founded Aug. 24th, 1785 at Charles Town (N.P.: N. Pub., 1919), title page.

[18] Ibid., p. 3.

At the first meeting officers were elected and an address was made by the Society's first president, the Honourable Thomas Heyward Jun. Esq. In this first address is found something of the objects of the Society:

> We recommend to the planters in general (and everyone has it more or less in his power) to select a small part of his grounds in order to make experiments on it by various methods, -- in turning up and preparing the soil -- in planting it in its natural state, and in adding manure -- in trying the effects of different crops in succession to each other, instead of continuing the same (as is commonly practiced here) in the same field for a series of years -- in tending the crop in the ground by plotting, hoeing, weeding, and watering -- in managing it after being removed into the barnyard -- in short, by attempting every new mode, which fancy or judgment may direct; nor do we wish with these experiments to be confined merely to the cultivation and improvement of the earth and its products, but to be extended to every other object, which is connected with a country life -- such as raising and fencing cattle and stock of all kinds -- planting and growing live fences and other wood for firing and building -- contriving mills, carriages and every implement of husbandry and the like . . . it is absolutely necessary for the planter to keep a regular journal, and to remark every particular circumstance during the course of these experiments . . . . from these different accounts we may be able to form an opinion of the best method which has been attempted, and we shall occasionally publish a collection of such . . . . we shall not be backward in proposing prizes of such value, as may both excite and reward the merit of the candidates.[19]

According to Walker, the same aims as expressed in this first address would apply today with an appropriateness to present conditions.[20]

Of the twelve first officers of this Society one was a signer of the Declaration of Independence, two were United States Ministers (to Great Britain and France), one was United States Senator, four were

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[19] Ibid., pp. 4-6.

[20] Ibid., p. 6.

members of Congress, three were judges, one of whom was Chief Justice of the United States, four were Governors of South Carolina, and five were Revolutionary officers.[21]

The name of the Society was changed by an Act of the Legislature, December 19, 1795, to its present name, The Agricultural Society of South Carolina and at the same time it was incorporated.[22] Gray in writing of the Agricultural Society of South Carolina states:

> It was probably the first purely agricultural society organized in the south . . . membership was largely confined to the aristocratic planter class of the Charleston district, and ordinarily each meeting was the occasion for a dinner. . . . In 1806 this society promoted a successful lottery which provided sufficient funds to permit the purchase of an experimental farm of some 40 acres and the offering of premiums from time to time to encourage many lines of improvement. In 1824 the society published a volume of some seventy essays on a wide range of agricultural subjects.[23]

In 1822, the Society held its first stock show. Two fine horses were the only stock exhibited. The following year premiums were offered for stallions, mares, bulls, boars and rams but there were no awards for cattle and only two for horses. A hog weighing 1,146 pounds was exhibited. Tuscon cattle had been introduced into the State in 1824, by Commodore Bainbridge, and in 1828 it was proposed to exhibit a pair of Dishley sheep.[24]

According to the Commissioner of Agriculture for the year 1875,

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[21] Ibid., p. 8.

[22] Ibid., p. 8.

[23] Gray, op. cit., p. 783.

[24] Ibid., p. 856.

the objects of this Society were: "to institute a farm for agricultural experiments, to import and circulate foreign articles suitable to the soils and climate of South Carolina, to direct the attention of the agriculturist to useful objects and to reward such as improved the art."[25]

The Society imported vines and olives. The vines failed due to the moisture of the climate. The olives were successful at first but later they failed.[26]

About the year 1808 the Society was attentive to rice culture. It offered medals for the most successful experiments in water culture of rice, and for the best hydraulic machine to raise water. The Society also offered medals for the best method of preventing injury, by the caterpillar, to the cotton plant and for the best method of discharging stains from the cotton. Medals were also offered for the best method of extracting oils from the ground nut, benne, cotton and sunflower seeds.[27]

The Society early came into possession of a tract of land near the City of Charleston. Agricultural experiments were continually made on this land up to the beginning of the War Between the States. The general ruin following the war reduced the Society's means, and it was compelled to rent its experimental farm. Since 1870 it has annually

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[25]"History of our Rural Organizations," Report of the Commissioner of Agriculture for the Year 1875 (Washington: Government Printing Office, 1876), p. 834.

[26]Ibid., p. 834.

[27]Ibid., p. 835.

held floral fairs for the purpose of attracting attention and gaining strength. These exhibitions have been useful in reviving and cultivating a taste for plants and flowers.[28]

About the year 1874, the Society directed the attention of the agriculturist to the importance of the culture of jute and Irish potatoes and offered premiums for encouragement of growing these crops.[29]

Ramsey in writing of the many improvements to agriculture resulting from the work of this Society lists many medals which were awarded for the extensive cultivation of vegetable gardens. He also mentioned valuable work done in horticulture.[30]

In 1828, accounts from the Southern Agriculturist reveal, the Agricultural Society of South Carolina was granting medals for crop improvement. Mention is made of the Silver Medal being awarded for a crop of corn being planted and manured in an unusual way.[31]

In 1828, the Society made plans to send a delegation of sugar planters to France to secure information on the method of preparing sugar from the beet.[32]

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[28] Ibid., p. 835.

[29] Ibid., p. 836.

[30] David Ramsey, The History of South Carolina from Its First Settlement in 1670 to the Year 1808 (Charleston: Published by David Longworth, for the author, 1809), pp. 224-226.

[31] Southern Agriculturist and Register of Rural Affairs, Vol. 1, Part III, 1828 (Charleston: Printed and Published by A. E. Miller, No. 40 Easy Bay, 1829), p. 140.

[32] Ibid., p. 519.

From accounts by Murray it is revealed that the Society was responsible for instituting many movements for the improvement of agriculture:

> It offered premiums to managers of plantations, "who can produce the most satisfactory testimonials of diligence skill and management, and humanity in the treatment of slaves for three preceeding years." These premiums were offered frequently, and the committee required among other things that the manager prove he had not abused the black people who worked under his orders.
>
> On November 20, 1827, the Society was instrumental in securing from the Legislature funds for building of a public market for the sale of livestock and a public slaughter house for the killing of these creatures.[33]

From time to time the members of the Society experimented with the value of different manures; they tried new kinds of cotton seed; they experimented with making compost from leaves, bushes, and trash; and raised straw and grasses suitable for the manufacture of bonnets. Premiums were awarded to planters or overseers producing the greatest yield of barley, wheat, potatoes, millet and other food and feed crops.[34] Premiums were offered by the Society for collections of exotic flowers and rare plants, fruits and berries, oil paintings, engravings, and other works of art.[35]

In 1876 the Society built a "Commodius" meeting hall, at a cost of $15,000.00.[36]

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[33] Murray, op. cit., p. 92.

[34] Ibid., p. 105.

[35] Ibid., p. 163.

[36] Ibid., p. 164.

Many orations and addresses have been delivered to the Society. Some of the more important of these were:

1. In 1798, an address on "The Practicability of Growing Vineyards in South Carolina" was read before the Society.[37]

2. In 1828, the Society was addressed by Thomas Jefferson on the subject of "Growing Olives and the Manufacture of Olive Oil."[38]

3. In 1841, General Thomas Pinckney addressed the Society on "The Use of Fascines in the Rice Fields."[39]

4. The distinguished Carolina poet, novelist and historian, William Gilmore Simms, addressed the Society in May 1870, on "The Sense of the Beautiful."[40]

5. In 1905, addresses were made by W. D. Garrison on "Dairies"; Thomas Pinckney on "Cattle"; Edward Willis on "Chickens and Eggs" and J. M. Connelly on "Pigeons."[41]

6. In 1912, the Society was addressed by Dr. W. M. Riggs, Clemson College, on the "Work and Aims of the Clemson Board"; Prof. J. N. Harper, Clemson, on "Dairying"; and Demonstration Agent, W. M. Frampton, on the work of his department.[42]

7. From 1915 to 1918 the Society was addressed by many

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[37] Walker, op. cit., p. 9.

[38] Ibid., p. 10.

[39] Ibid., p. 10.

[40] Ibid., p. 11.

[41] Ibid., p. 12.

[42] Ibid., p. 12.

outstanding agricultural leaders. These addresses were on a wide range of subjects. In 1918 alone at two different meetings the Society had twelve speakers and the subjects ranged from the use of commercial fertilizer and soil improvement to cattle raising and grazing.[43]

One movement of great significance undertaken by the Society was the establishment of experimental farms. In 1904 an experimental farm was started at Hampton Park, site of the West Indian Exposition. In all, the Society was instrumental in establishing four experimental stations in the Charleston area; the corner stone was laid for the new Charleston County Truck Farm in 1932.[44]

According to A. B. Bryan the "significant activities and accomplishments" of this Society for the period 1800 to 1900 were:

> 1. Established the John de la Howe School in Abbeville in 1797 under de la Howe's bequest to the Society and operating it until 1805 before turning it over to the State.
>
> 2. Bought a farm in 1805 for experimental work. Plans never materialized, but the "farm" became a fine gathering place for meetings, relaxation, and enjoyable fellowship.
>
> 3. Followed an early and continued policy of providing "premiums" for improved crops, animals, methods, and ideas to stimulate members of the Society.
>
> 4. Held its first "exhibition" in 1822 as a "cattle show" followed by many other such affairs over the years.
>
> 5. Gave financial help to Huguenot settlers from French wine areas to start an "orchard" near Columbia, the coastal area not being suitable for grape growing.
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> 6. Published "Original Communications . . . and Extracts from Selected Authors on Agriculture," containing reports and

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[43] Ibid., p. 13.

[44] Murray, op. cit., p. 229.

papers on experiments, new ideas, etc.

7. Made early efforts to promote livestock along with crops, to prove to Low-Country farmers the value of what Dr. Clarence Poe later called "two-armed farming."

8. Started in 1825 a movement for an agricultural school. On this a member declared: "The only correct method by which we can make essential and permanent improvement will be to instruct the young men in the principles and science as well as the practices of agriculture. To obtain this, an agricultural institution under the guardianship of your Society should be established." But the time was not ripe. How like the Pendleton Farmers Society's unsuccessful early efforts to the same end!

9. Imported seeds from foreign countries for trial in the Low-Country over the first half of the 19th Century; and conducted experiments in mechanical inventions for agriculture, and tests of new seeds, plants, fertilizers, etc.

10. Conducted experiments with Sea Island cotton around 1876 under leaders like Robt. Lebby, W. G. Harrison, E. L. Rivers, resulting in great improvement and higher yields.

11. Established near Summerville the first tea farm in America, directed by W. G. Vardell, later by Dr. C. U. Sheppard active Society members.[45]

The period since 1900 is described as the "Golden Era." The outstanding accomplishments listed during this period have been:

1. After 10 years of study and effort, the Society succeeded in 1910 in having established through Legislative action the Charleston County and Sanitary Drainage Commission, making possible a modern system of drainage, and leading to drainage commissions in other coastal counties . . .

2. Realizing the importance to agriculture of good roads, the Society began agitating modern highways, and sent delegations to the Legislature in 1915 to urge a system of hard-surfaced roads. It became a member of the American Highway Association.

3. Always and unceasingly the Society had sought to

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[45] A. B. Bryan, "South Carolina's Oldest Farm Organization," The State Magazine (Columbia: July 5, 1953), p. 6.

establish an experimental farm. In 1902 it induced the U.S.D.A. and Clemson to cooperate, and in 1904 an experimental farm was set up under Clemson's direction at the old Exposition Grounds in Hampton Park. This led eventually to the establishing of the Coast Experiment Station near Summerville, a branch of the South Carolina Experiment Station, on land donated by the Southern Railway to the Society and thence to Clemson College.

4. When in 1911 the position of Charleston County Agricultural Agent was created, the Society heartily supported the work under one of its able young members, McLeod Frampton, and gladly voted funds to pay part of the county agent's salary.

5. Just as it had struggled to save the rice industry, the Society struggled to help save the Sea Island cotton industry. It worked hard to improve the quality and yield of this fine fiber and it helped to develop wilt resistance. It fought a good fight, but the Sea Island cotton was "finished."

6. With rice "dead" and Sea Island cotton "finished," the Society had to give serious study to other crops, especially how to utilize the vast acres of rich rice fields. Tests with cotton and corn gave some hope at first, but not for long; and large plantations were converted into hunting preserves by Northern buyers, largely through the influence of the Society and the Land Settlement Program.

7. In the early 1920's a 10-acre tract, afterwards increased to over 100 acres through Society funds, became the Cotton Field Station, and the Society induced the County Legislative delegation to give $5,000 to help start the project, to conduct cotton breeding, looking towards possible substitutes for Sea Island cotton.

8. Always experimental-minded, the Society sought in the late 1920's to secure a truck experiment station near Charleston, bought land which later was deeded to Clemson College and otherwise aided in establishing Clemson's Truck Experiment Station.

9. The fostering of the Colored Farmers Agricultural and Industrial Fair Association; the opening of the Charleston County Wholesale Vegetable Market; the establishing of its four-year agricultural scholarship to Clemson College; the active support of the Victory Garden program during World War Two; and various other activities for agricultural advancement are evidences of the Society's genuine and unabated

interest in the welfare of agriculture and the people.[46]

The Pendleton Farmers' Society

The Pendleton Farmers' Society was established in the village of Pendleton, South Carolina in 1815.[47] The object of the Society as expressed in the Constitution "shall be the promotion and improvement of agriculture and rural affairs."[48]

The Pendleton Society boasts the oldest farmers' hall in the United States, erected in 1826-1828, and according to Bryan this society is the fourth oldest agricultural society in the United States.[49]

In many respects this society is similar to the other early ones. It had many outstanding early members. The early leaders of this society included Thomas Pinckney, Jr., the Society's first president. Other early and mid-century rolls included many important names: Andersons, Adgers, Cherrys, Hugers . . . Calhouns, Thomas G. Clemson, and others. John C. Calhoun, South Carolina's great statesman, was president of the Society in 1866 and for decades a powerful influence in its affairs.[50]

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[46] Ibid., p. 7.

[47] The Pendleton Farmers' Society, The Constitution and Bye-Laws of the Pendleton Farmers' Society, Together with the Letters and Papers which have been Read Before the Society, at the Various Meetings (Columbia: Printed at the Telescope Press, 1820), p. 2.

[48] Ibid., p. 2.

[49] A. B. Bryan, "South Carolina Pioneer Farm Societies," The State Magazine (Columbia: January 9, 1949), p. 16.

[50] Bryan, "Some Farming Societies and Farming Science," op. cit., p. 21.

The Pendleton Farmers' Society has been outstanding in the promotion of farming science. Thomas Green Clemson has been most conspicuous among its many notable members in preaching the gospel of science as the basis of real progress in agriculture.[51] The Society was promoted and fostered by leading men of education and culture who were farmers in the surrounding area. Many of its early members were "low country" plantation owners who were summer residents.[52]

According to Bryan, the records of this society are full of evidence through the years of its scientific spirit of experimentation. The following paragraphs will serve to illustrate some of these interests:

1. A report of "the committee on grasses" in 1818 revealed that orchard grass, dactylis glomerata, had been found valuable for grazing. Lucerne (alfalfa to us) had been found very valuable for soiling.[53]

2. From a report of "the committee on manures," read before the Society July 9, 1818, is found a discussion of the different types of soils. This committee made recommendations for the use of different types of manures on the different soil types. Their recommendations for treatment and use of manures covered a great variety, ranging from animal manures to the use of dry stubble ploughed under.[54]

3. A report of the "committee on farm stock" delivered before

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[51] Ibid., p. 24.

[52] Ibid., p. 24.

[53] Ibid., p. 25.

[54] The Pendleton Farmers' Society, op. cit., pp. 55-70.

the Society, on November 12, 1818, recommended that horses from the common breed and partaking of a little of the "blood-horses" were the best for performing all of the services of the farm. They also recommended this breed as the one least expensive to the owner.[55]

To stimulate active discussion and accumulate information, the Society at its meeting September 8, 1819, listed a hundred queries on which members were urged to write their experience and opinions. A number of these will show the wide range of inquiry.[56]

Have you made any experiments with manures?
Have you ever made a compost heap?
Do you know anything of marl in your neighborhood?
Of what nature is the soil upon which your experiments have been made?
What particular grains or grasses have you found best adapted to particular soils?
How deep ought lands to be ploughed?
What is your method of destroying weeds and grass in your field?
Do you fallow your land?
Are your fallows naked, or otherwise?
Do oxen draw best with the collar or the yoke?
Do you shear your sheep once or twice a year?
What is the best method of fattening cattle?
How do you cultivate oats?
Do our soils and climate suit barley?
What grasses make the best pasture?
What facts have you relative to the culture and value of lucern?
Which is the best method of grafting, inoculating, and planting of orchards?
How do you destroy moles?
Which is the best method of getting rid of the bugs that destroy your mellon, cucumber and pumpkin vines?
Have you any improvement in the management of bees?

The minutes of the Society for the period 1824 to 1833 reveal

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[55] Ibid., p. 88.

[56] Ibid., pp. 109-112.

that it sponsored many and varied activities. A few of the more important activities are listed:

1. In 1824, a committee awarded the premium to Colonel Calhoun's chestnut filley.[57]

2. In 1825, a committee awarded the premium to Mr. Dickerson's chestnut filley.[58]

3. From the minutes of the meeting of August 11, 1825, is found a requirement that all horses, cattle, sheep and swine to be entered in the exhibits must be bred and raised in the District and must be accompanied by satisfactory certificates and explanations.[59]

4. In 1826, the Society sent a committee consisting of Colonel Calhoun, Colonel Pinckney and Colonel Huger to a meeting of "The Agricultural Society of St. John's Colleton." This committee was sent on the invitation of the St. John's Society for the purpose of forming a Central United Society.[60]

5. In 1828 a communication from Whitemarsh B. Seabrook, president of the United Agricultural Society of South Carolina, was read before the Society. In this communication Mr. Seabrook raised the question: "Would it be profitable to the State to establish a professorship

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[57] Minutes of the Pendleton Farmers' Society 1824 to 1833, copies from original MS in possession of Clemson College Library, copied by Mr. Addie S. Vance (Columbia: 1936), p. 20.

[58] Ibid., p. 22.

[59] Ibid., p. 58.

[60] Ibid., p. 60.

of agriculture in the South Carolina College?"[61]

6. In 1830, it was found that a Mr. and Mrs. Hilhouse exhibited specimens of silk and wool cloth at the Society's fair. The silk had been produced and manufactured in the District.[62]

Major Benjamin Sloan, writing of his early recollections of old Pendleton, discussed among other things the following:[63]

> A "Labor School," as it was called, a school where boys were taught how to grow crops, to do carpenter's work, etc., had been at one time established on a farm several miles distant from the village . . . . Its management, however, proved to be a dead failure, and the school soon perished.*
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> At the annual fairs of the Society, usually, gathered many notable men. Mr. Calhoun, if he was at home, always attended. He gave to farming much serious thought, . . . and introduced into the neighborhood many improved farming methods; for if Mr. Calhoun did a thing, reasoned his neighbor, there must be something in it. I think he is responsible for hill-side ditching for protecting the hills from gulleying . . . . His practice induced farmers to plow deeper in preparing land for crops; he brought to their attention methods of selecting seeds for sowing, and I think he introduced Bermuda grass into that section of country. . . .
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> The evolution of the many splendid varieties of cotton, now produced from, the old "green seed" cotton is due to the persistent and highly intelligent scientific work of

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[61] Ibid., p. 83.

[62] Ibid., p. 104.

[63] Benjamin Sloan, "Wholly Reminiscent," Pendleton Farmers' Society (Atlanta: Foote and Davis Co., 1908), pp. 56-62.

*An article from the Hartwell Sun in the same reference dated May 23, 1877 states: "The Labor School referred to below was organized and in working order about the year 1825, and was perhaps the first attempt at an agricultural college in this country . . . seventy-five of the worse boys in the country were sent to a manual labor school . . . this school was located four miles from Pendleton."

Mr. A. B. Bryan states: "it was as early as 1825 that a 'labor school' for practical farming and mechanical work was established a few miles from Pendleton and fostered by the Society."

> individuals, throughout the cotton producing belt, who in turn have been stimulated to action by just such organizations as the pioneer of them all, the Pendleton Farmers' Society.

The Pendleton Farmers' Society was a leader in the fight for agricultural education. In many of its deliberations before the War Between the States the members of the Society discussed better education and scientific training for farmers.[64] More definite and direct thinking and planning for education in the science of agriculture sprang up among the members of the Society after the War. In 1867, Thomas G. Clemson, then President of the Society, urged the establishment of "an institution for the education of our people in the sciences"; thus began the agitation which in time led to the establishment of what is now Clemson Agricultural College.[65] As president of the Society, Clemson himself named the Committee to appeal for funds for such an institution. The Committee consisted of R. F. Simpson, W. A. Hayne and Clemson. An appeal for funds was written and widely distributed, but the time was not ripe for accomplishment.[66]

Hon. Thomas G. Clemson addressed the Society, in January 1867, in an interesting and most able and instructive discourse and submitted an appeal in the form of a circular which was printed and circulated both at home and abroad by direction of the Society. This appeal was an eloquent and impressive appeal for aid to found an

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[64] Bryan, "Some Farming Societies and Farming Science," op. cit., p. 40.

[65] Ibid., p. 40.

[66] Ibid., p. 41.

institution for educating our people in the sciences to the end that our agriculture might be improved, and impoverished lands be recuperated, and the great natural resources of the South be developed.[67] In the early 1880's Clemson donated his Fort Hill property and certain funds for the promotion of agricultural education and the Legislature passed a bill accepting the bequest in December 1888.[68]

In summarizing the important accomplishments of this Society, Bryan said:

> When one member of the Society in later years called the Pendleton Farmers's Society "the mother of Clemson College" he was not too wide the mark certainly with its Calhoun, its Clemson, its efforts to establish a farm labor school, its constant work in promoting soil improvement, better seeds, diversified crops, purebred livestock, experiments with fertilizers and new implements, and its movement toward establishing an agricultural college, the Pendleton Society has wrought worthily and well for more intelligent farming and better rural life.[69]

The Beech Island Farmers' Club

The Beech Island Farmers' Club, organized in 1846, is one of South Carolina's century-old farmers' groups. This club has been concerned with the education and training of the youth of the community and for years it fostered the once well known Downer Institute, located in the heart of a progressive farming area. It has carried out, from year to year, well planned programs for discussion on the sciences

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[67] Ibid., pp. 41-42.

[68] Ibid., p. 42.

[69] Ibid., p. 40.

underlying farming.[70]

The Beech Island Farmers' Club was first organized January 24, 1846, as "the A.B.C. Farmers' Club," under which name it operated until 1851. On June 28, 1851, the Club was reorganized under the name of "The Beech Island Agricultural and Police Society." At still a later date the name was changed to "The Beech Island Farmers' Club," under which name it still operates today.[71]

The objects of this club are found in the following rules for their government:[72]

> 4th- The chairman at each meeting shall propound some question on farming for discussion at subsequent meetings, and appoint one member to open the debate.
>
> 5th- On this question every member present shall give his views, Tho no member shall speak more than twice or longer than 15 minutes without permission.
>
> 6th- Every member of this club shall take at least one agricultural paper.
>
> 7th- Every member of this club shall try at least one experiment in farming annually and report in due time to the club in detail stating precisely and accurately the area of ground on which it is taken, the number of bushels and kind of manure applied, manner of working and product in exact weight or measurement, or if the experiment is not of a kind to require such details as mentioned -- He shall then state all the particulars with such exactness as to leave no room for guessing.

At the first meeting of the Club the subject proposed for the

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[70] Bryan, "South Carolina Pioneer Farm Societies," op. cit., pp. 16-17.

[71] Records of the Beech Island Farmers' Club 1846-1934, copied from original MS in possession of A. C. Haskell, Jr., Secretary, Augusta, Ga., copied by Mrs. Addie S. Vance (Columbia: 1936), cover page.

[72] Ibid., p. 1.

next meeting to be held on February 28, 1848, was "The Best Mode of Preparing Land and Planting Corn," with Dr. J. Foreman opening the debate.[73]

From the records of this Club it is found that at almost every communication an agricultural topic was discussed and each member present entered into the discussion. Excerpts from a few of the meetings will serve to illustrate the plan followed in the meetings of this Club:

1. From the minutes of the meeting of October 24, 1846, it is found that General James H. Hammond led a discussion on the subject of "Manures."[74]

2. The topic of discussion at the meeting of May 4, 1861, was "The Best Mode of Fencing, Together with the Advantages of Doing Away with Our Present Mode of Fencing Crops and Fencing Stock." The following people took part in the debate: General Hammond, E. L. Whatley, J. M. Clarke, Dr. Bradford, Harry Hammond and J. M. Miller. Some members spoke in favor of doing away with the present method of fencing and some spoke against.[75]

3. Some of the agricultural topics aired before this club for the period 1847 to 1876 were: How can we make our gardens most profitable to us?, the applications of science to agriculture, cooperatives for buying and selling, winter crops to raise, good roads, bee culture,

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[73] Ibid., p. 2.

[74] Ibid., p. 16.

[75] Ibid., p. 16.

raising of colts, can we get better labor than the Negro?, what crops pay best for the labor and money expended?, agricultural machinery, cow and sheep raising, posting land for no trespass of tenant or laborer's livestock, deep versus shallow culture for cotton, what amusements are suitable for farmers?, the best mode of reclaiming and clearing swamp land, the best mode of raising hogs, the advantages of soiling instead of pasturing stock, the necessity of a regular patrol and the benefit derived from it to slave owners, the advantage to be derived from a rotation of crops and the best education for a farmer.[76]

This agricultural club had many outstanding members. The early leaders included James H. Hammond, General, Statesman, Governor of South Carolina and United States Senator. In the later part of the last century and well into this, Major Harry Hammond was a guiding spirit of the club. The records reveal that both James H. Hammond and Major Harry Hammond made many addresses before the club and took prominent roles in the discussions and debates.[77]

According to Mr. Randolph Dunbar of Beech Island, James H. Hammond and Randolph Bradford were instigators of the Club. He related that Governor James H. Hammond got the idea of using lime some thirty to forty years before its use became general in South Carolina. Governor Hammond had the lime brought by boats poled by negro slaves from Shell Bluff on the Savannah river to his plantation at Silver Bluff. Mr. Dunbar states that lumps of this marl can still be plowed up. The

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[76] Ibid., pp. 16-177.

[77] Ibid., p. 1-766.

Governor found that this marl, when spread on his land, made the crops grow in luxuriance.

Of the Club, Mr. Dunbar states that it was instrumental in securing the passage of "The No Fence Law," and was also responsible for the resolution which prompted the appointment of "Farm Enumerators" by the United States Department of Agriculture to take farm census on cotton and other crops.[78] He also stated: "it has been a great thing for this community. It has helped to keep the community homogeneous; it helped to bring men together when they had a difference of opinion. We never had fisticuffs in the community." He rated this as one of the greatest contributions of the Club.[79]

According to Mr. James H. Hammond, grandson of Governor James H. Hammond, his grandfather got the idea of using lime in his trips to Greece, where he saw the farmers burning oyster shell. Governor Hammond made extensive use of the marl deposits which he found on the Savannah River, on his "Crowden Plantation" near Silver Bluff. Governor Hammond made experiments with the use of this marl on his plantation where he kept accurate records of the results. The results of this experimentation were related before the Beech Island Farmers' Club in accordance with its stated rule that each member must report to the Club annually on an experiment which he had conducted.[80]

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[78]Personal interview, Mr. Randolph Dunbar, Beech Island, South Carolina, October 27, 1955.

[79]Ibid.

[80]Personal interview, Mr. James H. Hammond, grandson of Governor James H. Hammond, Columbia, October 25, 1955.

These experiments were conducted from 1841 to 1843 and the results were reported in detail to Hon. Whitemarsh B. Seabrook, president of the State Agricultural Society of South Carolina, by a letter from James H. Hammond; a copy appears in Ruffin's Report.[81]

Of the activities of the Club, Mr. Hammond stated that it did not have a president. This was done in order to keep politics out of the Society. A chairman is elected at each meeting after the Secretary has called the Club to order. The Club has no dues. No liquor, no soliciting, no collections, and no public subscriptions are allowed. In the "olden days" three members were designated at each meeting to provide meals for the next meeting. The Club now has a committee of five to provide the meals at meetings. Mr. Hammond also mentioned the outstanding work of Major Harry Hammond in connection with his many addresses before the Club. Mr. Hammond stated that "Mr. Downer left his estate to educate poor children and to help them agriculturally. Father (E. Spann Hammond) was sole trustee of the fund. A school was built about three-fourths of a mile from the Club. This school went under the State system about 1935."[82]

That the Beech Island Farmers' Club was deeply interested in agricultural education is revealed by the accounts of the numerous agricultural experiments reported before the Society:

1. In 1885 Capt. Benjamin R. Tillman was invited to appear

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[81]Edmund Ruffin, Report of the Commencement and Progress of the Agricultural Survey of South Carolina (Columbia: Printed by A. H. Pemberton and Dubose and Johnston, 1843), Appendix, pp. 45-47.

[82]Personal interview, James H. Hammond, op. cit.

before the Club to present his views on agriculture and the establishment of an agricultural college.[83]

2. On August 7, 1886 the subject for debate before the Society was "What Good Results Will Accrue to the Farmers by the Establishment of the Contemplated Agricultural College." Many speakers joined in the debate, some in favor and some against the contemplated plan.[84]

3. On January 1, 1887 the subject of "the Establishment of Agricultural Experiment Stations" was debated before the Society.[85]

4. On May 7, 1910 the subject chosen for debate at the next meeting was "Teaching Agriculture at Our Public Schools."[86]

5. On April 1, 1911 the subject for debate was "Agricultural Education," and Major Hammond talked very interestingly on the subject, showing the importance of agricultural education.[87]

6. On September 7, 1912 Professor L. O. Watson of Clemson addressed the Club on "Plant Diseases" and Professor C. B. Haddon, also of Clemson, addressed the Club on "Plant Breeding and the Proper Mixture of Fertilizer."[88]

7. On February 7, 1914 Mr. W. W. Long, in charge of Demonstration work in South Carolina, in an address before the Beech Island

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[83] Records of the Beech Island Farmers' Club 1846-1934, op. cit., p. 405.

[84] Ibid., p. 415.

[85] Ibid., pp. 421-423.

[86] Ibid., p. 664.

[87] Ibid., p. 673.

[88] Ibid., p. 89.

Farmers' Club expressed his thanks to the Club for their invitation to him, and said "when I stand in the presence of this Club -- knowing as I do its standing -- with 50 years of agricultural teaching as this Club has taught, I feel that what I have to say meets with intelligents."[89]

From a sketch of "The Beech Island Farmers' Club of Aiken County" appearing in the Third Annual Report of the Commissioner of Agriculture is found:

> The good resulting from the organization of clubs in this neighborhood is beyond question, not only in an agricultural point of view, but socially. An idea may be formed of the interest manifest by the farmers and citizens from one simple fact: That they have maintained it in full force and vigor for thirty-six years. Even during the war, when every form of organized society had to yield to its arbitrary demand, the meetings were suspended for only three months.[90]

According to Mr. Randolph Dunbar the same remarks would be true today because he states that the Club has operated continuously since its founding, in 1846, with the exception of three months just after the War Between the States.[91]

The Darlington County Agricultural Society

This Society was founded May 5, 1846 at a meeting held at the court house in Darlington District. Wm. James was elected as the first

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[89] Ibid., p. 701.

[90] Third Annual Report of the Commissioner of Agriculture of the State of South Carolina, 1882 (Columbia: Charles A. Calvo, Jr., State Printer, 1883), p. 208.

[91] Personal interview, Randolph Dunbar, op. cit.

president of the Society.[92]

The objects of this Society, as revealed from the preamble of the constitution, shall be "for the purpose of mutual improvement in agriculture, and to promote the planting interest of the county generally."

Articles nine and ten of the constitution reveal further that the Society planned to raise funds to provide premiums for "improvements, inventions, and excellence in any department of agricultural industry." At each anniversary meeting "an essay shall be read or delivered by a member chosen by the Society, on some subject connected with agriculture, and this shall be filed away . . . with the other proceedings of the Society."[93]

The original constitution provided that Standing Committees be appointed on all the various subjects of agriculture and that each Committee report at every meeting of the Society. At the first meeting of the Society held June 1, 1846, provision was made for the appointing of the following committees: (1) corn and peas, (2) cotton, (3) potatoes, (4) wheat, oats and rye, (5) rice, (6) horses and mules, (7) cattle, (8) hogs, (9) sheep and goats, (10) poultry and tools, (11) plantation, (12) machinery, (13) compost manure, (14) manures generally, (15) meadows, (16) clearing land, (17) marl, (18) reclaiming and preparing swamp and other low-lands, (19) outbuildings, fences and other

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[92] Minute Book of the Darlington County Agricultural Society 1846-1880, copied from original MS in possession of Darlington Library, copied by Julia Ervin (Columbia: 1936), p. 1.

[93] Ibid., p. 3.

plantation arrangements.[94]

According to Napier, this Society had many prominent early leaders. Outstanding among the early leaders of the Society were: Chancellor G. W. Dargan, who performed many experiments with the use of "artificial" or commercial fertilizer. Chancellor Dargan was further described by Napier as a leader in scientific farming and agricultural engineering.[95] Another outstanding member of the Society was E. McIver Williamson, originator of the Williamson method of corn production. In 1905 this method of corn production was first discussed before the Society by Mr. Williamson.[96] Another outstanding member, according to Mr. Napier, was David R. Coker. Mr. Coker was internationally known for his improvements of cotton.[97]

According to Napier, at the present time one will find at the annual meetings of the Society many of the third and fourth generations of Cokers, Dargans, Ervins, Gandys, Jameses, Rogers, and Williamsons. Sons have followed fathers as officers of the Society. Among the presidents of the Society this has been true: W. E. James and W. E. James, Jr.; E. T. Coker and S. P. Coker; and B. F. Williamson and B. F. Williamson, Jr.[98]

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[94] Ibid., pp. 1-3.

[95] J. M. Napier, "Historical Sketch of the Darlington County Agricultural Society," prepared for the 1946 Centennial of the Society, pp. 16-17.

[96] Ibid., p. 24.

[97] Ibid., p. 27.

[98] Ibid., p. 26.

That the Society sponsored a wide variety of activities and interests is revealed by excerpts from a few of the meetings of the Society:

1. At the first regular meeting of the Society on August 11, 1846 Chancellor G. W. Dargan was listed as "The Orator of the day."[99]

2. The culture of cotton was discussed for the first time on August 10, 1847 by W. L. Moye.[100]

3. In 1849, Dr. T. J. K. Dargan gave a paper on "Preserving the Health of Negroes on Our Plantations." The proper care and treatment of slaves was the basis of many discussions during the first twenty years of the Society.[101]

4. In 1850, "Visiting gentlemen from Farmers' Clubs of this District were invited to seats, and one of their number, Rev. L. Rollins, being called upon, submitted a few remarks."[102]

5. In 1853, a committee composed of T. P. Lide, R. G. Edwards and J. L. Hart was appointed "to consider the expedience of erecting a building in which the Society would meet." The same year a committee was appointed to consider offering premiums for exhibits of agricultural products.[103]

6. In 1855, the first reference to members exhibiting livestock

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[99] Ibid., p. 16.

[100] Ibid., p. 16.

[101] Ibid., p. 17.

[102] Ibid., p. 16.

[103] Ibid., p. 16.

is made; the colt of E. A. Law was placed first and one owned by J. F. Ervin was placed second.[104]

7. In the late 50's, the records reveal that the members began to discuss the exhibiting of corn, cotton, fruits, and vegetables and plans were outlined for the establishment of a cattle show and fair.[105]

8. In 1857, Major F. F. Warley offered the following resolution: "Resolved: a committee be appointed to report at the next regular meeting of the Society, upon the duty of a people to make, as far as practicable, all of the necessities of life." The resolution was adopted and a committee appointed to lead in the development of this program.[106]

9. In 1858, a committee consisting of E. A. Law and J. L. Hart was appointed to examine a corn sheller on exhibit, the invention of Mr. Everette Rhodes.[107]

10. In the 1840's and 1850's, many references are found in connection with reports of the various committees appointed by the Society. From time to time resolutions were passed requesting the publication of various papers given by members. The farm journals mentioned most frequently were The Southern Planter, Southern Cultivator and Farmer and Planter.[108]

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[104] Ibid., p. 17.

[105] Ibid., p. 18.

[106] Ibid., p. 20.

[107] Ibid., p. 20.

[108] Ibid., p. 21.

11. Around 1900 the question of the tariff began to appear on the programs. The pros and cons of fodder pulling received attention, as well as exchanging cotton seed for cotton seed meal and making meal from sweet potatoes. The advantages of using barbed wire and woven wire for fencing formed the basis of some of the talks.[109]

12. In more recent years new varieties of field crops, fertilizer, acid soils, farm credit, tenants, rural electrification, weed control, farmer organizations, and other worthwhile subjects have been the basis of many papers and discussions given at the annual meetings of the Society. However, running like an unbroken thread throughout the hundred years' record, one finds that the fundamental subjects of better soils, cotton, corn, small grain, and livestock have commanded the best thoughts of the Society throughout its history.[110]

The most important accomplishment of this society, according to Bryan, has been its advancement of the knowledge of cotton farming. Of the Society's work he said:

> Throughout its hundred-year history they have worked efficiently toward finding through research and practice a knowledge of cotton that proved to be forerunner of things wrought later by the agricultural experiment stations in scientific research.
>
> Development of better varieties or strains of cotton.
>
> Early know-how on spacing cotton plants for maximum yields and better lint.
>
> Pioneering use of lime or marl, Peruvian guano, and commercial fertilizer.

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[109] Ibid., p. 23.

[110] Ibid., p. 24.

Unsurpassed records for cash returns from cotton per acre.

Methods of fighting the boll-weevil and other cotton pests.

Establishment of local cotton factories and oil mills to process lint and seed.[111]

This Darlington Society, recognizing the importance of agricultural education, urged in 1869 "training in practical agriculture and mechanic arts" as the Pendleton Society had done some two years earlier. A resolution unanimously passed by the Society urged the State to establish an agricultural and mechanical institution under the care and patronage of the South Carolina Agricultural and Mechanical Society.[112]

The State Agricultural and Mechanical Society of South Carolina

An attempt to organize a state-wide agricultural society was made as early as June 6, 1818. Of this early attempt the editor of the South Carolina Agriculturist said:

> "The South Carolina Agricultural Society" was short lived -- originated as it was, by the first men in the country, it was found impossible to reach the masses, and arouse that spirit which makes an enterprise common to all, and every individual feel that he is a part and parcel of it. In truth it contemplated too much -- it was in advance of the age and the general intelligence of the country.[113]

In 1826 another effort was made to organize a State

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[111] Bryan, "Some Farming Societies and Farming Science," op. cit., p. 23.

[112] Minute Book of the Darlington County Agricultural Society 1846-1880, op. cit., p. 26.

[113] A. G. Summer, South Carolina Agriculturist (Columbia: The State Agricultural Society of South Carolina, 1856), Vol. I, p. 3.

Agricultural Society and to impart a stimulus to agricultural improvements. This society was called the "United Agricultural Society of South Carolina" and consisted of delegates from the several Agricultural Societies of the State, each of which contributed $20.00 towards defraying expenses, premiums, etc. Honorable W. B. Seabrook was elected president. The last meeting of this Society took place in 1831, when it was quietly and informally buried. One of the fatal mistakes of this Society was its being chiefly composed of members of the legislature, politicians and lawyers, and holding its meetings during the legislative session. One of the fruits of this movement was the establishment of an agricultural periodical at Charleston -- The Southern Agriculturist, edited for several years by J. D. Legare, and afterwards by B. R. Carroll.[114]

The "State Agricultural Society of South Carolina" was organized November 25, 1839. According to the "Committee on History" of this organization, "The St. Andrews Agricultural Society of James Island" suggested the idea of a state agricultural convention and several societies of the country responded. This convention assembled in Columbia on November 25, 1839 and formed the Society.[115]

According to Sumner, this organization was doomed to failure because it met during the session of the legislature and a large proportion of its membership came from amateur agriculturists, lawyers,

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[114] Ibid., p. 3.

[115] History of the State Agricultural and Mechanical Society of South Carolina, prepared by a Committee on History (Columbia: The R. L. Bryan Company, 1916), p. 1.

doctors and politicians, many of whom were members of the Legislature. This convention discussed many topics including common-school education, agricultural schools, boards of agriculture, and agricultural surveys. The convention adjourned, after many days of wrangling and fruitless discussion, having recommended a geological and agricultural survey. The Society soon died from the want of patronage.[116]

The State Agricultural Society of South Carolina was again revived in 1855. From The South Carolina Agriculturist is found the following account:

> During the year 1855 a new spirit sprang into life among our rural population, which resulted in the call of an agricultural convention in Columbia, on the 8th August, and the organization of "The State Agricultural Society of South Carolina" on a new, and, we trust, successful plan.
>
> We have confidence in the success of this new enterprise for the following reasons: The Convention was composed mainly of farmers and planters. They met to discuss agricultural matters -- no irrelevant subjects were introduced to provoke discussion or ill feeling. In modern parlance, they constructed a platform upon which every one could stand. The Society has contemplated nothing beyond the reach of probability -- the plan is condensed, the officers few and their duties unmistakable. The whole machinery is placed in the hands of the Executive Committee, and they know that they will be held responsible, and the officer upon whom the chief onus rests, receives a regular salary. In addition to this, the Legislature has most liberally endowed the Society, and the City of Columbia entered nobly and earnestly into the work.[117]

This Society held its first fair in the City of Columbia, on the 11th, 12th, 13th and 14th of November 1856. The following note from the premium list of that date is significant: "The largest yield of corn

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[116] Summer, op. cit., pp. 3-4.

[117] Ibid., pp. 4-6.

on two acres, Dr. J. W. Parker, Columbia, S. C., $30.00."

According to "The Committee on History" of this Society, fairs were held annually in the City of Columbia until 1861, after which the buildings were taken over by the Confederate authorities. The premium list of the Fair for the year 1859 shows that there were extensive exhibits of the products of the plantations and fields of that day. The exhibits were listed under the following departments: "Field Department, Grain Department, Cattle Department, Horse Department, Household Department, Fancy Work Department and varied exhibits of farm implements of Southern manufacture."[118]

The Society was reorganized after the War Between the States under the name of The South Carolina Agricultural and Mechanical Society. The convention for reorganization was held in Columbia on April 28, 1869. General John Hagood was elected president.

The City of Columbia deeded the Society a valuable tract of land adjoining the northern boundary of the City for the purpose of holding annual fairs. The City also built a substantial building on the grounds for the use of the Society. This Society held its first annual fair in November 1869, and annual fairs were held until the year 1904. Of these fairs the following account is found:

> At these annual fairs, citizens from every part of the State, who, under normal conditions, would have been prominent in framing the policies of the State, but who under existing conditions were excluded from participating in State affairs, would meet and engage in the discussion of the agricultural questions then, and still so necessary to

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[118] History of the State Agricultural and Mechanical Society of South Carolina, op. cit., pp. 17-23.

> our welfare; in fact, to our civilization. And so during these trying times the elbow-touch was preserved and the spirit of self-preservation kept alive until 1876, when the yoke of the alien was thrown off and our people once more restored to their own.[119]

The name of the Society was changed, in 1890, to "The State Agricultural and Mechanical Society of South Carolina." According to the "Committee on History" of the Society, the most plausible reason for changing the name was in order to differentiate it more distinctly from local agricultural societies and to indicate more clearly that it is a State organization. When the history of the Society was completed in 1916, the organization was still operating under the above name.[120]

In 1904 the Fair grounds on Elmwood Avenue were sold and the Old State Farm, situated near the southern limits of the City, was purchased as a new fair site. The buildings were completed in time for the fair to be held on October 25, 1904.[121] In 1908, the "Jamestown Exposition" was held on the grounds.[122] In 1910, the main building was destroyed by fire. This building has since been rebuilt.[123] In 1912, the National Corn Exposition was held on the fair grounds. It proved a great success and stimulated greatly the improved methods of corn culture in the State.[124]

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[119] Ibid., pp. 27-28.

[120] Ibid., p. 38.

[121] Ibid., p. 47.

[122] Ibid., p. 50.

[123] Ibid., p. 50.

[124] Ibid., p. 51.

The outstanding activities of this Society have included the holding of stock shows, the publication of many valuable agricultural papers, influencing the Legislature to make a geological and agricultural survey, establishing more than one journal devoted to agriculture, and holding many well attended annual fairs.[125]

Summary

As already indicated, South Carolina had many agricultural societies. In 1823, there were eleven of these societies. In 1843 there were sixteen. Many of the early societies sprang up, flourished for a time and then died. Many of them are still active today. Among the active societies are some of the earliest and most outstanding, notably, The Winyah Indigo Society, The Agricultural Society of South Carolina, The Pendleton Farmers' Society, the Beech Island Farmers' Club, The Darlington County Agricultural Society and The State Agricultural and Mechanical Society of South Carolina.

The influence for good of these societies upon agriculture cannot be overestimated. They fostered experiments; they promoted clear thinking and wide reading through their published papers; they held fairs, at which all were encouraged to show their best specimens of crops and livestock; most of all, they furnished a forum in which the people of the whole State could be informed upon matters pertinent to agriculture.

Some of the outstanding movements for which the agricultural

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[125] Third Annual Report of the Commissioner of Agriculture of the State of South Carolina, 1882, op. cit., p. 207.

societies are credited are: the establishment by the Legislature of an Agricultural Department in The South Carolina College; the appropriation by the Legislature of a sum of money to pay the expenses of a geological and agricultural survey of the State; the acceptance of the Clemson Grant by the Legislature and subsequently the establishment of Clemson College; the operation of the South Carolina Fair; and the establishment and location of experimental stations in the State.

CHAPTER III

INFLUENCES OF EARLY SCHOOLS AND OTHER INSTITUTIONS ON THE TEACHING OF AGRICULTURE

Early Church Schools and Societies

The people of South Carolina from the earliest period fostered education.[1]

About the same time that the Province was being established, there was organized in England a "Society for the Propagation of the Gospel in Foreign Parts." This Society sent out missionaries, not only to preach but to encourage the establishing of schools for the teaching of children.[2] According to Carroll, the missionaries frequently represented to the Society the need for instruction of the children of the province in the principles of religion and the "convenient learning."[3] The Society appointed a schoolmaster for Goosecreek Parish in 1710, and appointed Mr. Gay to be schoolmaster in Charles Town a short time thereafter.[4]

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[1]State Board of Agriculture of South Carolina, South Carolina, Resources and Population, Institutions and Industries (Charleston: Walker, Evans & Cogswell, Printers, 1883), p. 445.

[2]Ibid., p. 448.

[3]B. R. Carroll, Historical Collections of South Carolina (New York: Harper & Brothers, No. 82 Cliff Street, 1836), Vol. II, p. 565.

[4]Ibid., p. 565.

The Society was responsible for establishing the first Provincial library in Charles Town which was placed under control of the Assembly in 1700.[5] According to Thomason, the object of this Society was to establish schools for poor children that they might become "loyal church members, first for the work in that station of life in which it hath pleased their Heavenly Father to place them." The plan was to afford instruction in religion and morals, in the three R's, and to train for apprenticeship -- boys for the trades and girls for domestic service. In addition to giving instruction each child was furnished with books, food, and clothing.[6] The Clergy were often schoolmasters and tutors. They were well prepared for teaching; many of them were masters of arts, and were thorough in the training they imparted.[7]

At first, only the parts of the Colony in which the Church of England (Episcopal) was the established church received aid from the Society. Later other religious denominations entered the educational field and built up strong foundations for their denominational institutions.[8]

A number of other societies were incorporated in the State between 1751 and 1809.[9]

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[5] Ibid., p. 565.

[6] Ibid., p. 567.

[7] John Furman Thomason, The Foundations of the Public Schools of South Carolina (Columbia: The State Company, 1925), p. 24.

[8] Henry T. Thompson, The Establishment of the Public School System of South Carolina (Columbia: The R. L. Bryan Company, 1927), p. 2.

[9] Ibid., p. 2.

From The State Board Report of 1883, it is found that fourteen of these societies were formed between 1751 and 1809. According to the Report, the great number of these societies organized between 1751 and 1809 are proof that attention was directed to private institutions.[10]

Concerning the work of these societies, Ramsey said:

> Education has been fostered in South Carolina by several societies as a part of a general plan of charity. The oldest of this class is "The South Carolina Society" which was formed about the year 1737. It pays the salary of a schoolmaster and schoolmistress for the education of children of both sexes. Since the commencement of this Society several hundreds of pupils have received the benefit of a plain education from its bounty. There is a succession of scholars. None is received under eight years of age and none are retained beyond fourteen, and the girls not beyond twelve. . . . At present seventy-two children are educated by the Society. There are other destitute orphans, or the offspring of needy parents. One indigent member and sixteen widows of decayed members, are also at present maintained by the Society.[11]

Ramsey also mentioned the work of "The Fellowship Society," incorporated in 1769; "The St. Andrews Society," incorporated in 1798; "The German Friendly Society," incorporated in 1791; and "The Winyah Indigo Society," incorporated in 1756. Each of the above societies sponsored education for the orphan and children of indigent parents.[12]

The educational work of the churches and of the societies was supplemented from the earliest days through the period of the Revolutionary War, and up to the time of the War of Secession, by a large

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[10]State Board of Agriculture of South Carolina, op. cit., p. 469.

[11]Ramsey, op. cit., p. 201.

[12]Ibid., p. 201.

number of bequests and contributions from individuals.[13] The following are some examples of private benefactors as taken from the "South Carolina Handbook": "Mr. Whitemarsh left 500 pounds to St. Pauls Parish, Mr. Ludlam left 2,000 pounds to Goose Creek Parish, and Richard Beresford left 6,500 pounds to St. Thomas Parish."[14]

In 1742 a schoolhouse was built by private subscription in Charles Town and a Negro school opened. Pupils were taught to read in the New Testament, in the Psalter, the Catechism, and to spell from the spelling book.[15]

From the best available information, these societies sponsored the foundation of the earliest schools and institutions of learning, individually and independently, until the Legislature provided a system of free schools in 1811.

According to Merriwether, these free, charity and religious schools were not the only ones. A large portion of the education was provided by private schools and academies.[16]

From the time of the founding of the colony up to the 1860's, a period of some two hundred years, the well-to-do in South Carolina patronized private schools, or employed tutors for their sons and governesses for their daughters. Prior to the founding of the higher

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[13] Thompson, op. cit., p. 3.

[14] State Board of Agriculture of South Carolina, op. cit., p. 448.

[15] Thomason, op. cit., p. 26.

[16] Colyer Merriwether, Higher Education in South Carolina (Washington: U. S. Govt. Printing Office, 1889), p. 21.

institutions of learning, and, to some extent even after that time, the sons of the rich were sent away to be educated, sometimes to northern states, but more often to Europe.[17]

From the best information available, these early church schools and societies did not offer training in agriculture. However, there are implications that training was offered in various trades through apprenticeship.

Free Schools

The first legislation to establish free schools in Carolina was passed in 1710 and 1712. The Act of 1712 states "the necessity that a free school be erected for the instruction of youth in grammar and other arts and sciences." The Act named sixteen leading citizens, as a body corporate, to be called commissioners with the authority to found, erect, and govern a free school for the people of Carolina. They were also empowered to take charge of gifts and legacies, purchase sites, erect buildings and choose teachers. The Act provided for an usher and a master "to teach writing, arithmetic, merchants accounts, surveying, navigation and practical mathematics."[18]

On February 22, 1722, an Act was passed establishing seven free schools. Under this Act, the Justices of the Precinct Courts were authorized to purchase land and erect a free school in each county and to assess the expense upon the lands and slaves.[19]

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[17] Thompson, op. cit., p. 3.

[18] Thomason, op. cit., p. 29.

[19] Ibid., p. 34.

According to Thomason, the free schools established under these Acts, up to the time of the Revolution, taught the Latin tongue, learned languages and principles of the Christian religion. Early legislation on free schools, as well as the work of the church and societies, related primarily to the education of the orphans and the poor.[20] The early free schools of the State were not popular or successful because they were looked upon as being for the poor.[21]

The Legislature continued to pass acts establishing schools from 1737 to 1776. However, there were only eleven of these public schools at the close of the Revolution.[22]

The first State-wide support of free schools was inaugurated in 1811. It came with the passage of "An Act to Establish Free Schools Throughout the State." This Act set up a system of schools for each election district of the State based on the number of members to which the district was entitled in the lower house of the General Assembly. The schools under this system provided elementary education to all pupils free of charge, preference being given to poor orphans and children of indigent parents.[23] This was the system of schools from 1811 to the year 1865. Some attempts were made to improve the system

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[20] Ibid., p. 35.

[21] James Alexander Stoddard, Backgrounds of Secondary Education in South Carolina (Columbia: University of South Carolina Extension Division, 1924), p. 23.

[22] Thompson, op. cit., p. 5.

[23] Ibid., p. 9.

during the period.[24]

According to Thomason, the free schools under the Act of 1811, taught "the primary elements of learning: Reading, writing, and arithmetic, and such other branches as the commissioners might see fit to direct." Thomason states, "The Act of 1811 is considered to be the first real attempt to establish a system of public education in South Carolina."[25] In 1860, there were 1,395 teachers employed in 1,270 free schools of the State. They were teaching 18,915 pupils, on an appropriation of $74,400.00.[26]

Again, it is significant to the writer that no mention is found of the teaching of agriculture under this system of free schools.

Private Schools and Academies

The academy was an institution developed after the Revolutionary War in response to the demand for better educational advantages. The academy was sometimes the undertaking of a society or a church, sometimes the enterprise of a private individual, and sometimes it was the outgrowth of community desire. Some of the academies were patronized by males only; others were attended by both sexes. The preferred school for girls was the seminary because it offered studies adapted to the ideas controlling education for girls.[27]

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[24] Ibid., p. 9.

[25] Thomason, op. cit., pp. 127-128.

[26] Ibid., pp. 174-175.

[27] Ibid., p. 78.

Edwards and Richey describe the academies as independent and largely unsupervised institutions. A great majority of them were small, local, modest and likely to be short lived. These institutions usually enjoyed exemption from taxation, received State grants and subsidies, but were generally privately controlled, tuition schools. These institutions were variously known as academies, institutes, seminaries and colleges.[28]

According to Ramsey, the societies and academies have, since the Revolution, been formed in almost every part of South Carolina. They have been formed for the encouragement and support of schools. These societies and academies generally have been given, by the Legislature, the escheated and unsold property in their respective districts.[29]

In 1858, Ramsey lists the following societies and academies: The Mount Zion society, incorporated in 1777; St. David's, in 1778; the Minerva academy, fourteen miles below Columbia; the Camden Orphan society; the Clarendon Orphan society, incorporated in 1798; the Trustees, for establishing schools in the district of Orangeburg, incorporated in 1798; the Mount Bethel academy; the Clermont society, for the purpose of endowing a seminary of learning at Statesburg; and the Friendly Cambridge society.[30] The records reveal that the State had a

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[28]Newton Edwards and Herman G. Richey, The School in the American Social Order (New York: Houghton Mifflin Company, 1947), pp. 379-380.

[29]Ramsey, op. cit., p. 201.

[30]Ibid., p. 201.

total of forty-one academies incorporated in the year 1873.[31]

From "The South Carolina Handbook of 1883" it is found, between the years 1785 and 1797, five colleges were incorporated in the State. One of these colleges is still in existence as the College of Charleston; the others became academies and seminaries of merit. From the same account, mention is made of several flourishing private schools, chief among them, the Willington Academy founded by Dr. Moses Waddell in Abbeville district. Of this academy the author said: "Here gathered students from all parts of this and adjoining states, and the wild woods of the Savannah resounded with the echoes of Homer and Virgil, and Cicero and Horace, as the 'winged words' issued from the lips of this venerable precepter, or his ardent disciples."[32]

In 1883, Charleston boasted of having a number of private academies and schools for youth of both sexes, in addition to the public and charitable institutions. "The Handbook of South Carolina" lists seventeen of these in the State as being outstanding. In the same year Columbia is shown to have had a number of private academies and five boarding schools for girls.[33]

The educational work of these private schools and academies varied greatly in amount and quality of the instruction. John C. Calhoun, after two years of preparation in the school of Dr. Moses

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[31]David J. McCord, Statutes at Large of South Carolina (1883), Vol. 10, pp. 197-208.

[32]State Board of Agriculture of South Carolina, op. cit., p. 449.

[33]Ibid., pp. 467-469.

Waddell, was prepared to enter the junior class at Yale.[34] According to Banks, students trained in these academies readily entered the junior class at Princeton and Yale.[35]

Gregg describes the purposes of St. David's academy as the education of youths in Latin and Greek languages, mathematics and other useful branches of learning. He states that many were prepared for entrance into the South Carolina College.[36]

Thomason described the curriculum in a great number of the better academies and also in the "old field" type of academies. From his description, the curriculum in these private schools and academies ranged all the way from the highest type of college preparatory work in the classics to the very rudiments of an elementary education in the three R's.[37]

According to Knight, in 1840, South Carolina had 202 academies with 333 teachers and about 7,500 pupils.[38] In 1880, Stoddard reports the State as having forty-nine public academies and high schools, and eighty-one private academies and high schools. He states that the private and church schools have rapidly given way to the public high

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[34]Stoddard, op. cit., p. 50.

[35]A. R. Banks, "Education in South Carolina," Handbook of South Carolina, State Department of Agriculture, Commerce and Immigration (Columbia: The State Company, 1908), p. 173.

[36]Alexander Gregg, History of the Old Cheraws (Columbia: The State Company, 1925), pp. 86-87.

[37]Thomason, op. cit., pp. 78-110.

[38]Edgar W. Knight, "The Academy Movement in the South," The High School Journal (University of North Carolina, 1953), Vol. II, p. 23.

school, there being now only a few left.[39]

From the vast amount of literature surveyed, the writer has been unable to find any reference to the teaching of agriculture by the private or the public academies.

Manual Labor Schools

South Carolina is said to have the nation's oldest manual labor school, founded in 1797.[40]

In 1829, "A well-wisher to agriculture" proposed that "The Agricultural Society of South Carolina" should establish a school to be called the Agricultural Institute. This proposal called for the school to have a lecturer on mechanics and mechanical philosophy, a lecturer on agricultural chemistry, and a teacher who should demonstrate practically the principles pointed out in the foregoing lectures. The plan called for the lectures to be delivered during the summer months and for the students of the institute to place themselves under a practical agriculturist during the winter months in order to learn the management of the plantation.[41]

In 1832, another proposal was made for an agricultural school under the Legislature of the State. This plan was proposed by Abraham Geiger. The plan called for an agricultural school to be located "far

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[39] Stoddard, op. cit., pp. 69-101.

[40] State Board of Agriculture of South Carolina, op. cit., p. 474.

[41] Southern Agriculturist and Register of Rural Affairs, op. cit., Vol. 2, Part 1 (February, 1829), pp. 50-52.

from the fumes of a town or country village." The school was to provide a good English education and to teach agriculture both practically and scientifically. The detailed proposal for the school showed that it was to contain 400 acres of land with 100 acres cleared. It was to have provided all the facilities for boarding and teaching 100 students. The cost of the proposed school was figured at $16,450.00.[42]

John de la Howe School

Just east of the Savannah River in upper McCormick County, South Carolina, stands the nation's oldest agricultural-industrial training school.[43] The John de la Howe school was founded in 1797, under the will of Dr. de la Howe, September 7, 1796. It was first known as the "Lethe Agricultural Seminary." Dr. de la Howe had come to America in 1760 with a group of French Huguenots who settled at New Bordeaux, South Carolina.[44]

In the will of Dr. de la Howe were provisions for the establishment and operation of the "agricultural seminary" which he desired to be founded on his estate, known then as "Lethe."[45] The remarkable Frenchman stipulated in his will that the Agricultural Society of South

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[42]Abraham Geiger, "On the Improvement of Southern Agriculture," Southern Agriculturist and Register of Rural Affairs, Vol. 2, Part 1 (February, 1832), pp. 59-60.

[43]W. D. Workman, "The Frenchman's School," South Carolina Magazine (January, 1948), p. 10.

[44]Edgar W. Knight, A Documentary History of Education in the South Before 1860 (Chapel Hill: The University of North Carolina Press, 1953), Vol. IV, p. 62.

[45]Workman, op. cit., p. 10.

Carolina set up on his estate an agricultural school for "educating, lodging, feeding and uniformly clothing twelve poor boys and twelve poor girls whose parents or who themselves have resided in Abbeville County aforesaid not less than six years . . . but that orphan children shall have the preference."[46]

(The community at that time was in Abbeville County, but now is a part of McCormick County, some eight miles west of the county seat.)

According to Knight, Dr. de la Howe got his idea for the school from an article appearing in the Columbian Magazine of April, 1787. An excerpt from the will seems to substantiate this claim: "An agricultural or farm school, in conformity as near as can be (mutatis mutandis as occasional circumstances may render advisable, and the wisdom of the society shall suggest;) to a plan proposed in the Columbia Magazine for the month of April 1787."[47]

The plans for agricultural and manual labor schools, as recommended in the Columbian Magazine of 1787, and reported by Knight, were very detailed ones for the development of education for a country life. A few excerpts from these plans follow:[48]

> 1. Let three or four hundred acres of land be appropriated for the use of a school: let it consist of meadow, tillage and wood land, in convenient proportions.
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> 2. Let a skilful and industrious manager be provided, who shall himself be a complete farmer, and have two labourers,

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[46]Knight, A Documentary History of Education in the South Before 1860, op. cit., p. 66.

[47]Ibid., p. 70.

[48]Ibid., pp. 70-74.

one acquainted with farming, the other with gardening, to assist him.

3. Let the farm be completely stocked, and all the requisite carriages and husbandry utensils provided.

4. Let the necessary buildings be erected for a school, a boarding house, a barn and workshop.

5. A schoolmaster and schoolmistress must be chosen with much circumspection. The latter will be the housekeeper.

6. A cook will be necessary; and she should know how to dress the plain, wholesome food of the country, in the best manner.

7. The childrens' beds and bedding, cloaths and materials for cloathing, must be provided by their parents.

The necessary foundations being thus laid, the school and farm may be conducted agreeably to the following regulations.

1. No boy or girl under eight years of age should be admitted.

2. Both boys and girls should be taught to read, write and cypher. The boys should also be instructed in every useful branch of husbandry and gardening, and the girls in every kind of work necessary for farmers' wives to know and practice.

3. For the purpose of working, let the boys be divided into such a number of classes as shall be judged convenient, distributing equal proportions of the larger and smaller boys to each class.

4. All the boys may be taught the methods of making and rearing nurseries of the most useful kind of fruit trees, shrubs and bushes, and of improving the former by grafting and budding.

5. When orchards shall be grown, they may be instructed in the art of making and fermenting cyder.

6. The management of cattle will make a necessary branch of their education.

7. Tending the cattle, and providing fuel and fencing stuff, will be the principal employments of the winter.

8. The girls will be taught to sew, to knit, to spin, to

cook, to make beds, to clean house, to make and mend their own cloaths, to make the boys cloaths when cut out, and to mend them -- to milk cows, and to make butter and cheese.

9. Perhaps some useful manufactories might be established, in which the children, both male and female, might be very serviceable.

In 1799 the Agricultural Society was authorized by the General Assembly to dispose of the estate and in 1805 it surrendered its trust to the Legislature. The Legislature appointed a body of trustees to administer the trust.[49]

The school has had continuous existence since its establishment, and it is reported to have been the only institution in the State whose property did not fall into the hands of the carpet bag regime after the Civil War.[50] In the late 1870's, life at the institution was described as almost unbearable. The boys had to work under a Negro overseer who had the privilege of punishing them as he saw fit.[51] In the late 1890's, brick buildings were constructed and the institution developed into a modern home and schools. More wholesome religious life was developed and the use of more modern educational facilities begun.[52]

In 1918, the institution was placed under direct control of the Legislature of South Carolina and its privileges extended to every county in the State, the name being changed from the Lethe Agricultural

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[49] Ibid., p. 62.

[50] Ibid., p. 62.

[51] Historical Sketch of the John de la Howe School, Reprinted from the Seventh Annual Report (1931) of the Orphan Section of the Duke Endowment (Anderson: Anderson Printing Co., 1939), p. 20.

[52] Ibid., p. 20.

Seminary to the Dr. John de la Howe Industrial School.[53]

The purpose of the institution at mid-twentieth century was to receive and educate, free of charge, neglected and dependent children.[54] Today the school is operated under a Board of Trustees, seven of whom are appointed by the Governor. The Board of Trustees elects a superintendent, and he is the executive officer of the school. There is a staff of thirty-nine people.[55] The physical plant consists of 1,447 acres of land and thirty-three buildings. For agricultural purposes there is a dairy barn, two mule barns, a hog house and a chicken house. The school has 1,000 acres in forest and the entire plant is valued at $1,500,000.[56]

The educational program is now geared to fundamentals and to pre-vocational education. There are three vocational teachers who assist the academic teachers with grades seven through ten. These vocational teachers offer instruction in trade shop, agriculture, and home economics. The eleventh and twelfth grade pupils are sent to McCormick where they may earn a State high school diploma. Health, recreation, and religion are a part of the training. The capacity of the present school is 242 children and there are 243 children in the institution.[57]

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[53] Ibid., p. 21.

[54] Ibid., p. 21.

[55] "Annual Report of the John de la Howe School for 1955," Unpublished material, p. 1.

[56] Ibid., p. 1.

[57] Ibid., pp. 3-5.

The Downer Institute

Alexander Downer, an Englishman by birth, left by a will made in 1818 the bulk of his estate near Beech Island, South Carolina, for the founding of an institute for the maintenance and education of orphan children.

An institution was erected in 1843 and classes began on May 17, 1848. There is no record of the type of instruction provided by this school in the early days. It was closed at the end of the Civil War due to the deranged condition of its funds.[58]

The school was re-opened after the War and became one of the first independent agricultural high schools of the State. In 1908 agriculture was being taught at the school under the Farm Management Office of the Bureau of Plant Industry. The school had a practice farm of twenty acres and Dr. Goodrich, of the United States Bureau of Plant Industry, was personally supervising the work. Dr. Goodrich's book on farming was also being used in the curriculum.[59]

General Sumter Memorial Institute

Teaching of agriculture was started at the General Sumter Memorial Institute during the summer of 1907. This work was begun under the supervision of the United States Farm Demonstration Office.[60]

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[58] State Board of Agriculture of South Carolina, op. cit., p. 475.

[59] Fifth Annual Report of the Commissioner of Agriculture, Commerce and Immigration of the State of South Carolina (Columbia: Gonzales & Bryan, State Printers, 1909), p. 41.

[60] Ibid., p. 41.

From the Commissioner's Report of 1908 the following account is found:

> This work is now well under way. In the school the admirable text-book of Dr. Goodrich, of the United States Bureau of Plant Industry, has been introduced, and the Government keeps an expert at the school in charge of the practice farm. Professor Ira Williams, in charge of demonstration work in South Carolina, visits the school regularly and lectures to the agricultural clubs that have been formed in connection with the undertaking and to the students; frequently at these meetings he is accompanied by important lecturers from the Bureau of Plant Industry.[61]

Of this early work, Mr. J. Frank Williams related that he was teaching agriculture four days a week at the school in 1909, 1910 and 1911. The school operated two or three months out of the year as a public school, and during the balance of the session it was a tuition school.

He said that he taught a variety of agricultural topics such as seed selection, varieties of seeds, seed breeding, how to care for livestock, how to care for orchards, varieties, spacing, and cultural practices of cotton and corn.

He stated that he also had demonstration farms with adult farmers in the community. He helped them to secure wilt resistant varieties of cotton; he organized the farmers of the County into a cooperative for buying their fertilizers.

In 1909 Mr. Williams organized boys' corn clubs in the community which work he continued for three years. In 1912 he started tomato club work with the girls of the community. He had about sixty club

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[61] Ibid., pp. 41-42.

girls and their work involved gardens and canning.[62]

Penn Normal, Industrial and Agricultural School*

This was an early experiment in industrial and agricultural education for Negroes in South Carolina. This school was founded in 1862 on St. Helena Island near Beaufort, South Carolina.[63] The first classes were held in a plantation house on the Island. In 1865 they moved into a school building which had been sent down in sections by the Pennsylvania Freedmen's Aid Society.[64]

Two of the early leaders in this work were Laura M. Towne of Philadelphia and Ellen Murray, an English woman, both arrived on St. Helena Island in 1862.[65]

At first agriculture was taught in the school and Miss Towne and Miss Murray visited the pupils on horseback. Then a miniature farm was started near the school building where the experiments were practiced. Later this was advanced still farther with the home project work being called "home acres."[66]

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[62]Personal interview, Mr. J. Frank Williams, former teacher at General Sumter Memorial Institute and County Demonstration Agent of Sumter County, November 2, 1955.

*Indicates Negro Institution.

[63]Annual Report of the Penn Normal, Industrial and Agricultural School, 1936, p. 5.

[64]Ibid., p. 5.

[65]Ibid., p. 5.

[66]Rossa B. Cooley, School Acres (New Haven: Yale University Press, 1930), pp. 33-48.

Gradually the school grew into a well rounded agricultural school. Shops were added to the building and adult programs were developed. Many clubs were organized with boys and girls. Farm demonstration work was started. Industrial crafts were made a part of the training.[67]

A look at the Annual Report for 1936 reveals an enrollment of 144 boys, 157 girls, and a large adult enrollment in demonstration work. A breakdown of the work of the school follows: industrial work -- basketry, blacksmithing and wheelwrighting, carpentry, cobbling, cooking, and housekeeping, dairying and livestock, farm fields and orchards, machine repairs and sewing; on home acres -- cooperators, demonstrators and Penn school pupils; in clubs -- corn club, garden club, girls' junior club, handicraft, home-makers clubs, midwives class, nature study class, progressive young farmers, new farmers of America and St. Helena Cooperative Society.[68]

There were a number of other early manual labor schools which provided agricultural training. Among these schools were:

1. The Cokesbury School, founded in 1821, at Cokesbury, South Carolina. This school was converted into a manual labor school in 1836. The students worked five hours a day and received a discount on board and tuition. The manual labor feature was soon abandoned.[69]

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[67] Ibid., pp. 52-131.

[68] Annual Report of the Penn Normal, Industrial and Agricultural School, op. cit., p. 29.

[69] State Board of Agriculture of South Carolina, op. cit., p. 477.

2. The Schofield Normal and Industrial School* was founded in 1868, at Aiken, South Carolina. This school has a valuable farm. Besides offering a good high school education, the Negroes are trained in industrial departments; the men in carpentry, farming, harness making, blacksmith, wheelwright and shoemaking; the women in sewing, cooking, millinery, housekeeping and laundry work.[70]

3. The Bettis Academy* was founded around 1904 or 1905, near Trenton, South Carolina. According to Mr. Seigler this school was a manual labor type of school. The students were taught such subjects as bricklaying, furniture making, butchering and home improvement. The girls were taught home making and other phases of domestic science. The school has just recently been discontinued.[71]

Agricultural and Industrial Colleges

Some of the colleges providing agricultural training at an early date were:

1. In 1880, the University of South Carolina re-opened with two branches, The South Carolina Agricultural and Mechanical College of Columbia for whites and Claflin University at Orangeburg for Negroes. Before 1882, the University of South Carolina was conducting experimental work on a farm of about thirty acres adjoining the College and

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*Indicates Negro institution.

[70]The State Department of Agriculture, Commerce and Immigration, Handbook of South Carolina (Columbia: The State Company, 1908), p. 219.

[71]Personal interview, Mr. C. H. Seigler, former County Superintendent of Education, Aiken County, Trenton, South Carolina, December 1, 1955.

the results were being given to the public. The experimental grounds, green house and orchards provided opportunity for acquiring practical familiarity with the subjects discussed in the classroom.[72] As early as 1886 the University of South Carolina was offering a degree course in agriculture and applied chemistry. They were also offering a shorter course in agriculture for those proposing to become farmers.[73] In 1877, three special courses were being offered by the College. One of these courses was in practical agriculture and the tuition was free.[74]

2. In 1889, Clemson College was established, and the Agricultural and Mechanical departments of the University were transferred to Clemson.[75]

3. From 1869 to 1896, the Agricultural and Mechanics Institute for Negro students was conducted in connection with Claflin University. In 1896, it was established by the Legislature as the Colored Normal, Industrial, Agricultural and Mechanical College.[76]

4. The Winthrop Training School was organized in 1886 under the City Board of Commissioners of Columbia. It was incorporated as the Winthrop Normal and Industrial College of South Carolina in 1891,

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[72] Third Annual Report of the Commissioner of Agriculture of the State of South Carolina, op. cit., p. 202.

[73] Annual Report of the State Superintendent of Education, A. Coward (Columbia: 1886), p. 92.

[74] State Department of Agriculture, Commerce and Immigration, op. cit., p. 177.

[75] Ibid., p. 179.

[76] Ibid., p. 217.

and was located at Rock Hill, South Carolina.[77]

5. Several other Negro colleges were offering agricultural training before 1908. They were: Harbinson College, located at Abbeville; Voorhees Institute, at Denmark; Brainerd Institute, at Chester and a seminary at Mayesville for training Negro women in domestic arts.[78]

Orphanages

Four of the orphanages of South Carolina were providing agricultural and industrial training at an early date. They were: The Charleston Orphan House, founded in 1790; the Thornwell Orphanage, founded 1872; Connie Maxwell Orphanage, founded in 1890; and Epworth Orphanage, founded in 1896.

The training in these institutions included such subjects as farming, shoemaking, carpentry, plumbing and painting for the boys; and cooking, dressmaking, housekeeping and laundry work for the girls. In each instance a farm was run in connection with the institution and several of these own valuable farm property in the State.[79]

A similar type of training has been provided by two other institutions of the State. The South Carolina Institution for the Education of Deaf and Blind, located at Cedar Springs, in Spartanburg County and the South Carolina Industrial School for Boys located at Florence,

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[77] Ibid., p. 184.

[78] Ibid., p. 220.

[79] Ibid., pp. 212-215.

South Carolina. These institutions own farms where agricultural training and experimentation are being conducted.[80]

Farmers' Institutes

As early as 1897, farmers' institutes were being conducted under the direction of Clemson College. During the summer vacation the professors and instructors of the college were employed in holding farmers' institutes. Institutes were held in nearly every county of the State. One institute was held at the college which lasted for one week and farmers and other interested people from nearly every part of the State attended.[81]

These institutes presented to the farmers in attendance the results of the most recent investigations in theoretical and practical agriculture. The subjects discussed were designed, so far as possible, to meet the special needs of the farmers of the locality in which the institute was held. Altogether ninety lectures were delivered in 1897 and about 5,000 hearers were reached.[82]

The Superintendent's Annual Report of 1901, reveals that similar farmers' institutes were being conducted by the Colored Normal, Industrial, Agricultural and Mechanical College of South Carolina. These institutes were described as being well attended and thoroughly

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[80] Ibid., p. 187 and p. 220.

[81] Annual Report of the State Superintendent of Education, W. D. Mayfield (Columbia: 1898), p. 193.

[82] Ibid., pp. 208-209.

enjoyed by the Negro farmers in several counties of the State.[83]

The work of these farmers' institutes was continued and in 1906 fifty-four meetings were held throughout the State. The total attendance for 1906 was 11,149. The amount appropriated for this work in 1907 was $5,000.00. The institutes were under the supervision of a director paid by the college. Prominent lecturers and practical growers were employed to give instruction to farmers relating to their profession. The railways of the State were assisting in this work by furnishing coaches, which the college equipped with lecturers and exhibits. The companies transported the coaches over the State on their lines free of cost. In 1907, two cars were out on a tour over the southern half of the State. The cars were sidetracked as long as the farmers in any locality desired information from the officials.[84]

During the summer of 1906, from 1,000 to 1,500 farmers assembled on the campus at Clemson to study agricultural and industrial problems. The same year plans were made to extend the farmers' institute work to the entire population of the State.[85]

Early Cooperative Demonstration Work

The farm demonstration method of teaching was originated by Dr. Seaman A. Knapp in 1903, but was first applied to women and children

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[83] Annual Report of the State Superintendent of Education, John J. McMahan (Columbia: 1901), p. 447.

[84] State Department of Agriculture, Commerce and Immigration, op. cit., p. 239.

[85] Annual Report of the State Superintendent of Education, J. E. Swearingen (Columbia: 1910), p. 373.

in South Carolina by Miss Marie Cromer. (The former Miss Marie Cromer is now Mrs. C. H. Seigler, living at Trenton, South Carolina.) Prior to 1910, Miss Cromer had started a demonstration club for girls in Aiken County.[86]

Mr. and Mrs. C. H. Seigler described this early demonstration club work to the writer in a personal interview on December 1, 1955. Mr. Seigler is a former County Superintendent of Education of Aiken County, beginning his duties there in 1909.

The work was started as "tomato clubs" in 1910. Mr. Ira W. Williams, in charge of boys' club work in the State, came to Aiken and spoke before a county teachers' meeting. He suggested that club work be made available to the girls. Miss Cromer decided that tomatoes would be the most practical crop for the girls. Each girl enrolled was to have one-tenth of an acre of tomatoes. The teachers in the various schools of the County assisted in enrolling the club members. The merchants of Aiken cooperated by offering prizes to the club members for outstanding projects. Miss Cromer and Mr. Seigler cooperated in the work by visiting the tomato projects. Several canning demonstrations were held at a number of schools in the County. Canning equipment for the demonstrations was furnished by the United States Department of Agriculture.

Many products from these tomato projects were exhibited at the South Eastern Corn Exposition, held in Columbia the same year. Mr.

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[86]South Carolina, "South Carolina Trains Farmers," South Carolina, op. cit., p. 118.

Seigler said that he was also working with the boys' corn clubs in the County at the same time and their exhibits were also shown at the Exposition. The tomato clubs became so popular that Miss Cromer was hired to organize other clubs in South Carolina and the work was also carried to other southern states. From these early tomato clubs sprang the girls' 4-H Club work.[87]

In 1908, Dr. Knapp in charge of Farmers' Cooperative Cotton Demonstration Work put this work into full operation in South Carolina. A full corps of special agents were sent into the State to conduct this work upon existing farms.[88]

Clemson College was the first agricultural college to enter into a cooperative agreement with the United States Department of Agriculture providing for the joint supervision of all lines of demonstration work conducted in the State. This agreement was formally signed in January 1912.[89]

Summary

From the preceding discussion of the contributions of the early schools and other institutions it seems safe to make the following summary:

1. The early church schools and societies did not provide for

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[87]Personal interview, Mr. and Mrs. C. H. Seigler, Trenton, South Carolina, December 1, 1955.

[88]State Department of Agriculture, Commerce and Immigration, op. cit., p. 241.

[89]South Carolina, "South Carolina Trains Farmers," South Carolina, op. cit., p. 119.

the teaching of agriculture except to train for apprenticeship -- boys for the trades and girls for domestic service.

2. The early free schools did not provide for training in agriculture.

3. The private schools and academies offered training in a wide range of subjects but did not provide for the teaching of agriculture.

4. Provision was made for the teaching of agricultural and industrial subjects in a number of early manual labor schools. The earliest of these schools was the John de la Howe school at McCormick, South Carolina.

5. Agriculture, of a vocational nature, was being taught at Downer Institute and General Sumter Memorial Institute as early as 1908.

6. The teaching of agricultural and industrial education for Negroes was begun as early as 1862 by the Penn Normal, Industrial and Agricultural School of St. Helena Island.

7. Limited provisions were made for the teaching of agriculture at the college level in 1880, when the University of South Carolina opened two branches, the South Carolina Agricultural and Mechanical College for whites and Claflin University at Orangeburg for Negroes.

8. Four of the orphanages of the State provided for a practical type of training in agricultural and industrial arts, beginning as early as 1790.

9. The farmers' institutes, under the direction of Clemson College, began in 1897 to offer practical instruction in agriculture to the farmers of the State. This type of instruction was unique in

that it was placed within the reach of every farmer in the State.

10. The Farm Demonstration method of teaching was instituted in the State in 1908, when a general system of cooperative cotton demonstration work was begun and demonstration club work for girls was introduced in 1910 into the State at Aiken, South Carolina, by Miss Marie Cromer.

CHAPTER IV

CONTRIBUTIONS OF THE EARLY PUBLIC SCHOOLS TO THE TEACHING OF AGRICULTURE IN SOUTH CAROLINA

Early Demands for Agricultural Instruction

Early in the nineteenth century, leading statesmen, agriculturists, and citizens of South Carolina were advocating agricultural instruction in the schools of the State. In an address before the United Agricultural Society of South Carolina, in the Hall of the House of Representatives at Columbia, Thursday, December 6, 1827, its President, W. B. Seabrook, said:

> I behold, in anticipation, the attainment of the very end which my best reflections lead me to infer will ensue from the system referred to. I allude to the establishment of agricultural schools. Fellow citizens, they must sooner or later be identified with your schemes of policy -- your best interests require it -- your individual prosperity and the safety of your domestic institutions demand it.[1]

At the first meeting of the convention at which was organized The State Agricultural Society of South Carolina, November 25, 1839, its committee on business recommended the introduction into our free schools of some elementary work in agriculture.[2]

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[1] W. B. Seabrook, "Address Before the United Agricultural Society of South Carolina," Southern Agriculturist and Register of Rural Affairs, Vol. 2 (February, 1829), p. 519.

[2] South Carolina, "South Carolina Trains Farmers," South Carolina, op. cit., p. 111.

In 1845, Benjamin F. Perry, afterward governor of the State, in an address to the Pendleton Farmers' Society, said: "The subject of agriculture should be taught in our schools, and a portion of the students' time devoted to its practice."[3]

Except for the informal experimentation of individual planters and farmers and the educational influences of agricultural societies and journals, there was very little development of facilities for the teaching of agriculture before 1830.[4]

There was among a large proportion of the farmers and planters an obstinate prejudice against anything like scientific farming. According to Gray, there was a reason for this attitude on the part of farmers: Theoretical agriculture was just beginning to sever its connections with speculative philosophy; most agricultural experimentation was unscientific in method; many of the so-called authorities solemnly announced theories that appear almost ridiculous today; the farmers' distrust had been aroused by sad experiences with agricultural crazes such as the Merino, Berkshire, and silk crazes.[5]

In the last three decades before 1860, there was a gradual accumulation of interest in agricultural education and research. One manifestation was the movement for geological and agricultural surveys in the State. Agitation was begun as early as 1835 for a survey, and in 1842 the Legislature made provision for one. This survey consisted

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[3] Ibid., p. 112.

[4] Gray, op. cit., p. 782.

[5] Ibid., p. 783.

largely of the collection of general descriptive information concerning agriculture in the various counties and the location and analysis of marl deposits. As a result of this survey, interest in general agricultural education was gradually aroused.[6]

The real beginning of our public school system was provided for in the new Constitution of 1868. The Constitution made the following provision for curriculum: "In every school shall be taught, as far as practicable, spelling, reading, writing, arithmetic, geography, English grammar, history of the United States and of the State, civics, agriculture, . . ."[7]

In 1870, an article appearing in The Rural Carolinian urged the enlightenment of agriculture in the following terms: "We need all of the aids which science and art can furnish to our husbandry; science to teach us a knowledge of the various soils we till, of the structure and physiology of the various plants we cultivate, and of the various manures we use."[8]

The following note, from the State Superintendent's report of 1888, is very revealing:

> There is quite a demand for industrial training schools. These must be built on special foundations, or the experiments made by the schools of the larger towns. We cannot add such features to our three months free schools. It is greatly desired that private benevolence would furnish at

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[6] Ibid., p. 791.

[7] State Department of Agriculture, Commerce and Immigration, Handbook of South Carolina, op. cit., p. 170.

[8] D. H. Jacques, The Rural Carolinian (Charleston: Walker Evans and Cogswell and D. Wyatt Aiken, 1870), Vol. 1, p. 467.

least one model. Our boys and girls would fill such an institution, and soon they would be multiplied. I desire to call special attention to the fact that the State Board of Examiners has adopted Lupton's Elements of Scientific Agriculture. This book presents an interesting statement of principles that any teacher can master in a few days. We hope to see it taught in every school in South Carolina.[9]

In 1899, Superintendent McMahan in his general report to the Legislature emphasized the great need for the training of farmers in both practical arts and interpretation of the results of scientific experimentation. He stated further that little attention has been given to meeting the needs of the farmer and that there is no doubt that the public school has a duty and a mission in the preparation of the average future farmer for the intelligent and profitable pursuit of his calling, and that the means is not merely a literary education, but must include special training that will lay a foundation for the future labors of his life.[10]

With the dawn of the twentieth century, there developed a strong national sentiment for the introduction of vocational education into the schools. Newspapers and journals fairly teemed with editorials and signed articles indicating an overwhelming sentiment in favor of enlarging and extending the scope of education in this country.

According to Hawkins, Prosser and Wright, many national organizations such as The American Federation of Labor, National Child Labor, National Farmers' Grange, National Committee on Agricultural Education,

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[9] Annual Report of the State Superintendent of Education, James H. Rice (Columbia: 1888), p. 19.

[10] Annual Report of the State Superintendent of Education, John J. McMahan (Columbia: 1899), p. 16.

National Education Association and others echoed the sentiment of their state and local branches by adopting resolutions pertaining to vocational education. These organizations favored practical training and they gave their support to efforts to secure national grants for vocational education before legislative bodies.[11]

This national agitation for vocational education, while not resulting in immediate national legislation, had the effect upon South Carolina of increasing and strengthening public opinion in favor of vocational agricultural instruction in the public schools.[12]

Numerous accounts in the Annual Reports of the State Superintendent of Education for the period 1901 to 1916 indicate the growing public sentiment for the teaching of agriculture in various types of schools. Two of these accounts are offered as examples of the type of thinking which was being done during the period:

1. In 1902, Superintendent McMahan recommended a farm school for boys and a home school for girls. These schools were to be established in each county and were to have an enrollment of about fifty boys or girls. The period of life to be spent in this school would be about four years. The girls' school and the boys' school were to be located in different parts of the county. He proposed that the Legislature vote a $10,000.00 grant to supply the plant to the first county

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[11] Layton S. Hawkins, Charles A. Prosser and John C. Wright, Development of Vocational Education (Chicago: American Technical Society, 1951), pp. 50-51.

[12] James Wiley Gibson, "The Development of Vocational Agricultural Education in South Carolina" (unpublished Master's thesis, Extension Division, University of South Carolina, 1936), p. 7.

in the State which would vote a tax upon itself for the support of such a school.[13]

2. In 1909, Superintendent Swearingen made an impressive plea for agricultural schools in the State as follows:

> Twenty years ago the demand for agricultural education resulted in the building of Clemson College. The wisdom of its founders is more than justified in the new agricultural life stirring the people of the entire State. Farming has become a learned profession whose technical operations demand the highest skill and the broadest knowledge. The power of intelligence on the farm is now so universally admitted that educators have been driven to place text books on agriculture in hundreds of schools.
>
> But text book farming is like the fabled bag of gold at the end of the rainbow. Soils and seeds cannot be learned from the printed page. If this work is to be successfully carried on, a school farm is a necessity. Not only must the teacher know, but he must know how. Not only must he be able to instruct the sons of farmers theoretically, but he must be able to demonstrate by object lessons the truth of his teaching.
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> Agriculture is, and must continue to be, the chief industry of the State. Less than 2 per cent of our boys and girls ever get to college. Barely 4 per cent are enrolled in the high school, while more than 100,000 in attendance on our rural schools go back to their homes without any knowledge of the great, yet simple laws controlling the materials and surroundings of their everyday life. If rural education can be supposed to mean a preparation for life in the country the exodus of men and women from the farm brands such education as a failure.
>
> The new conditions surrounding farm life imperatively demand more practical methods and results in agricultural education.
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> In hundreds of rural schools, any attempt to teach agriculture would be foredoomed to failure. In a few districts such instruction can be successfully given if the proper equipment can be provided. The most essential condition is the co-operation of the patrons in the community. . . .

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[13] Annual Report of the State Superintendent of Education, John J. McMahan (Columbia: 1902), p. 37.

> Whenever such a community is willing to prove its faith in agricultural education, the State can well afford to aid in the experiment. The establishment and maintenance of such trade schools will, as a rule, be too costly to be undertaken by local school authorities. This heavy expense is, in my opinion, the only bar to the establishment of successful agricultural schools in several communities of the State. If any one of these communities will offer twenty-five acres of suitable land adjacent to the school, the State can well afford to give $500.00 for equipment and $1,000.00 for the employment of a teacher of agriculture. . . .
>
> I, therefore, recommend an appropriation of $6,000.00 for the establishment of four agricultural schools in four separate communities offering a suitable farm and the most favorable conditions for the practical teaching of agriculture.[14]

By 1916, strong public sentiment had developed in the State for the teaching of agriculture in the public schools. A search of the Annual Reports of the State Superintendent of Education, House and Senate Journals, newspaper files, contemporary letters and other writings reveal numerous accounts showing the trend of public opinion for this type of instruction. The accounts summarized below are representative examples of the types of agitation which led to popular legislation for agricultural education.

1. In 1916, Governor Richard I. Manning, in his Annual Message to the Legislature, recommended that it approve an expenditure of public money for salaries of trained and efficient teachers of agriculture in the rural schools. He stated that he knew of no wiser expenditure of public money for educational purposes that could be made.[15]

2. In a letter to The State, February 7, 1916, three of the

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[14] Annual Report of the State Superintendent of Education, J. E. Swearingen (Columbia: 1909), p. 17.

[15] House Journal, January 11, 1916, p. 19.

most prominent and influential farmers of the Pee Dee section of the State, Mr. Bright Williamson, Mr. D. L. Lewis and Mr. D. R. Coker, made a plea for the establishment of vocational agriculture in the rural public schools. They recommended the passage of a bill before the General Assembly appropriating funds for the teaching of agriculture in the rural schools. They pointed out that ninety-seven percent of the boys who attend the country schools never go to college and that a great majority of them start farming without any conception of the underlying scientific principles. They stated further that the prosperity of the country depended almost wholly upon the amount of money made by the farmer and that the returns of the farmer were in direct proportion to his knowledge. They recommended that the type of agricultural teaching inaugurated in 1914, in five schools of Darlington County, be extended to every county of the State.[16]

3. In a letter to The State, Victor E. Rector, Superintendent of Antioch Industrial School and a member of the Legislature, made a statement urging the endorsement of a bill before the House of Representatives. He recommended the teaching of practical agriculture to all the boys above the fifth grade and household arts to all the girls above the fifth grade. He stated that this type of education was necessary in the common schools because they were responsible for giving a majority of the people all of the preparation for life that they would ever get.[17]

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[16] The State, February 9, 1916, p. 5.

[17] Ibid., p. 5.

4. An editorial appearing in The Anderson Mail expressed sentiment for agricultural training in the following words:

> About the cheapest thing in this world is an untrained man -- a man who is not trained in some useful vocation. He is not only the cheapest man in the world but the most unfortunate. It is nothing short of a crime for the State to permit boys to grow into manhood untrained.[18]

5. The County Superintendents of Education at their annual meeting in Columbia, January 7, 1917, went on record as favoring agricultural instruction in the schools. They adopted a resolution favoring the bill for teaching of agriculture which had been introduced in the Legislature.[19]

Early Legislation for Agricultural Education in the Public Schools

As reported above, the new Constitution of 1868 provided for the teaching of agriculture as a part of the general curriculum of the public schools. However, little effort was made to teach agriculture and it is assumed that such instruction as was offered was primarily cultural. According to Stimson and Lathrop, agriculture which was more or less vocational in nature, was taught spasmodically in several public high schools of the State between 1900 and 1914.[20]

About the year 1914, there began in the State an effort to pass legislation providing for the teaching of vocational agriculture in the

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[18] The Anderson Mail, February 5, 1917, p. 4.

[19] The State, January 19, 1917, p. 6.

[20] Rufus W. Stimson and Frank W. Lathrop, History of Agricultural Education of Less Than College Grade in the United States (Washington: United States Government Printing Office, 1954), p. 419.

public high schools. The Toole-LaGrone bill was introduced in the Legislature in 1915 and passed in 1916.[21] On February 23, 1917, President Wilson signed into law the National Vocational Education Act.[22] On February 27, 1917 the Legislature accepted for South Carolina the provisions of the Federal act and constituted the State Board of Education as the South Carolina State Board of Vocational Training.[23] On the same date the Smoak-Rector Act was approved.[24] The State Board of Education appointed Professor Verd Peterson, of West Virginia, who had recently been elected as professor of agricultural education at Clemson, as state supervisor of agricultural instruction for the scholastic year of 1917-1918. Mr. Peterson entered upon the duties of this office on July 1, 1917.[25]

The Toole Act

The Toole-LaGrone Act, better known as the Toole Act, was introduced in the House of Representatives by G. L. Toole of Aiken, on February 6, 1915. It was entitled "A bill to provide for teaching agriculture in the public schools of the State." This bill was referred to the Committee on Education which twice reported it unfavorably. It

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[21] House Journal, February 6, 1915, p. 457.

[22] Statutes at Large of the United States, Vol. 39, Part 1 (Washington: Government Printing Office, 1917), p. 937.

[23] Acts and Joint Resolutions of the General Assembly of South Carolina, February 27, 1917, p. 370.

[24] Senate Journal, February 27, 1917, p. 871.

[25] Personal interview, Verd Peterson, op. cit.

was continued and received no further consideration during the 1915 session. During the 1916 session, the bill was ratified by the Senate and House and on March 27, 1916, it was signed into law by the Governor.[26]

The main provisions of the Toole Act, as briefly summarized by sections, were:

1. It provided an annual appropriation of $5,000.00 to promote the teaching of agriculture in the public schools. Whenever three or more school districts should raise from taxes, private subscriptions, or otherwise $750.00 for the teaching of agriculture, such districts would receive a like amount from the State. All of the funds were to be used to pay the salary of a trained teacher of agriculture.

2. The teacher was to give classroom instruction, instruction in field work, on the school farm, and other types of agricultural teaching needed in the districts. The teacher had to live in the district twelve months of the year. The teacher had to possess the same scholastic requirements and be subject to the same supervision as other teachers in the State.

3. The schools, in order to qualify for the funds, had to meet the following requirements:

A. Have an enrollment of seventy-five.

B. Have a regular attendance of forty.

C. Have at least three teachers.

D. Have a seven-months term.

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[26] Acts and Joint Resolutions of the General Assembly of South Carolina, 1916, p. 880.

E. Have a local tax of eight mills.

F. Secure school sites of at least two acres.

G. Purchase the minimum equipment prescribed by the Board of Education.

4. The teacher was to have the right to prepare the course of study, subject to the approval of the State Board of Education.

5. The schools were required to enroll any pupil fourteen years of age or older.[27]

According to Mr. Peterson the provisions of the Toole Act were not put into operation in South Carolina.[28]

The Smoak-Rector Act

The Smoak-Rector bill amended and strengthened the Toole Act of 1916. It was introduced in the House of Representatives on January 29, 1917, by W. W. Smoak of Walterboro, and V. E. Rector of Darlington. It was entitled "A Bill to Provide for the Teaching of Agriculture in the Public Schools of the State, and to Place the Same Under the Supervision of the State." This bill was referred to the Committee on Education which reported it favorably on February 2, 1917. The Act was ratified by a joint meeting of the House and Senate on February 19, 1917 and was approved by the Governor on February 27, 1917.[29]

The main provisions of the Smoak-Rector Act, as briefly

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[27] Ibid., pp. 880-882.

[28] Personal interview, Verd Peterson, op. cit.

[29] Senate Journal, February 27, 1917, p. 871.

summarized by sections, were:

1. It provided an annual appropriation of $10,000.00 to be expended by the State Superintendent of Education in consolidated schools doing practical classroom and field work in agriculture. Whenever boards of trustees of three or more school districts should raise by taxes, private subscriptions, etc., $750.00 for teaching of agriculture, such group of districts should be entitled to an equal amount from the State to pay the salary of an agriculture teacher.

2. A teacher to qualify must be a graduate in agriculture of a state agricultural college; or college graduate versed in agriculture; should be employed for at least three years; and must devote his full time to instruction in classroom agriculture, field work on the school farm, or any other line of agricultural teaching needed in the consolidated school district. This teacher must be employed jointly by the County Superintendent of Education, State Superintendent of Education, and State Supervisor of Agricultural Instruction; he must reside in the community the full twelve months; must hold a valid certificate and be subject to the supervision of the State Supervisor of Agricultural Instruction.

3. The schools, in order to qualify for the funds, had to meet the following requirements:

A. Have an enrollment of fifty.

B. Have an average attendance of thirty.

C. Have two or more teachers.

D. Have a term of at least six months.

E. Have a local tax of not less than four mills.

F. Have a school farm of at least two acres.

G. Have a farm to be supervised by the agricultural teacher and worked by the pupils who are taking agriculture.

4. The teacher was to adapt the course work to the community needs, and he planned the lessons, subject to the approval of the State Board of Education.

5. Schools receiving the agricultural State aid could not charge any type of tuition fees.[30]

This Act provided that a circuit or itinerant system of agricultural teaching be established in the rural schools. One specifically trained teacher was to teach in four or five small schools in rural sections. This system was not restricted to high schools. Pupils were required to be fourteen years of age or older and were often enrolled in elementary schools. Under the provisions of this Act, thirteen agricultural teachers were employed, beginning July 1917, to teach in about forty schools.[31]

The Smith-Hughes Act

A bill, known as the Smith-Hughes Vocational Act, was introduced into the House of Representatives by Representative Dudley Hughes of Georgia, and in the Senate by Senator Hoke Smith, also of

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[30] Acts and Joint Resolutions of the General Assembly of South Carolina, 1917, p. 369.

[31] The Story of Vocational Agriculture in the Public Schools of South Carolina (Columbia: Prepared by the South Carolina Agricultural Teachers Association, 1950), p. 2.

Georgia.[32] This bill subsequently passed both houses of Congress and was approved by President Woodrow Wilson on February 23, 1917.[33]

The purpose of the Smith-Hughes Act is "to provide for the promotion of vocational education; to provide for cooperation with the States in the promotion of such education in agriculture and the trades and industries; to provide for cooperation with the States in the preparation of teachers of vocational subjects; and to appropriate money and regulate its expenditure."[34]

A few of the essential features, as they apply to the teaching of agriculture, are set forth:

1. The State board as designated or created was required, as a prerequisite, to submit a plan to the Federal Board for Vocational Education for approval. The plan submitted was required to show
   - A. the kinds of vocational education for which it proposed that the appropriation shall be used.
   - B. the kinds of schools and equipment.
   - C. the courses of study.
   - D. the methods of instruction.
   - E. the qualifications of teachers.
2. The State board was required to submit an annual report to

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[32] Congressional Record of the United States, Vol. 51, Part 10 (Washington: Government Printing Office, 1914), 63rd Congress, HR. 16952, S. 5710, June 1, 1914, pp. 9503, 9612.

[33] Statutes at Large of the United States, op. cit., p. 937.

[34] Agricultural Education Organization and Administration, Vocational Division Bulletin No. 13 (Washington: United States Department of the Interior, Office of Education, 1939), p. 1.

the Federal board on or before September 1 of each year on the work done in the State and the receipts and expenditures of money under the provisions of the Act.

3. The State board, in order to receive the benefits of the fund for agriculture, was required to include in the general plan:

A. Qualifications of supervisors and directors.

B. Plans for the training of teachers.

C. Plans for the supervision of agricultural education as provided for in Section 10, namely: "That any State may use the appropriation for agricultural purposes, or any part thereof allotted to it, under the provisions of this act, for the salaries of teachers, supervisors, or directors of agricultural subjects, either for the salaries of teachers of such subjects in schools or classes or for the salaries of supervisors or directors of such subjects under a plan of supervision for the State to be set up by the State board with the approval of the Federal Board for Vocational Education."

D. The education shall be that which is under public supervision or control.

E. The controlling purpose of the education is to fit individuals for useful employment.

F. The education shall be less than college grade.

G. The education is designed to meet the needs of persons over fourteen years of age, who have entered upon or are preparing to enter upon the work of the farm or of

the farm home.

H. The State or local community, or both, shall provide the necessary plant and equipment determined upon by the State board, with the approval of the Federal board, as the minimum requirement for such education in the schools and classes in the State.

I. The amount expended for the maintenance of such education in any school or class receiving the benefit of Federal appropriation shall be not less annually than the amount fixed by the State board, with the approval of the Federal board as the minimum for such schools or classes in the State.

J. Such schools shall provide for directed or supervised practice in agriculture, either on a farm provided for by the school or other farm, for at least six months per year.

K. The teachers, supervisors, or directors of agricultural subjects shall have at least the minimum qualifications determined for the State by the State board, with the approval of the Federal board.[35]

According to Mr. Peterson, the Federal Board for Vocational Education had not been organized when he came to the State to begin work on July 1, 1917. On February 27, 1917, the State Legislature had

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[35]Federal Board for Vocational Education, Statement of Policies, Bulletin No. 1 (Washington: Government Printing Office, 1917), pp. 59-60.

accepted the provisions of the Smith-Hughes Law and made the State Board of Education the South Carolina State Board for Vocational Training, but had appropriated no funds for starting the work and no plans for putting the law into operation. The State Plan for vocational education was approved by the Federal Board on November 9, 1917, and South Carolina was certified to receive the Federal funds.[36]

Mr. Peterson came to the State to plan the teaching of agriculture under the Smoak-Rector Act, and twelve special teachers had been employed for this work with one other man who was to spend part of his time teaching agriculture in a rural graded school. He stated that it was fortunate that our State law was of such a nature that most of the groups of schools organized under the Smoak-Rector Act could, with some modification, come within the provisions of the Federal law. Thirteen groups of schools were subsidized by the Smith-Hughes Federal Law for the fiscal year July 1, 1917, ending June 30, 1918.[37] In a conversation with Mr. Peterson, he stated that the Federal board did not want to approve the expenditure of the Federal funds in the group schools. However, after about two years, they did approve a plan for group schools. In the meantime, the Smith-Hughes and the Smoak-Rector work had been incorporated, with the Smith-Hughes funds being used more or less in individual schools. After the group schools were incorporated into the Smith-Hughes classes and the Smoak-Rector funds were then

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[36] Verd Peterson, "Report of the State Supervisor of Agricultural Instruction," Annual Report of the State Superintendent of Education, J. E. Swearingen (Columbia: 1918), p. 10.

[37] Ibid., pp. 46-47.

used where he thought they were most needed.[38]

Early Agriculture in the Elementary Schools

As revealed earlier in the study, agriculture which was more or less vocational in nature was being taught in the public schools of the State between 1900 and 1914. In 1901, plans were made for incorporating nature study and agriculture into the first nine grades of the public schools. Section 27, of the School Law, required that the County Board of Education and the Boards of Trustees "shall see that in every school under their care there shall be taught, as far as practicable, orthography, reading, writing, arithmetic, geography, English grammar and the elements of agriculture." The plan as outlined required that nature study be provided in grades one through seven and that agriculture be taught in the eighth grade. Wilson's Nature Reader was required for the students in the lower elementary grades and Bailey's Principles of Agriculture was adopted for use in the eighth grade.[39]

Many accounts appearing in subsequent reports of the State Superintendent reveal an interest in elementary agriculture and nature study. A few of these accounts are briefly summarized:

1. In 1905, W. H. Barton said, "Our public schools have agriculture on the course of study required to be taught, but only about 3/1000 of one per cent of public school children are required to study

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[38]Personal interview, Peterson, op. cit.

[39]Annual Report of the State Superintendent of Education, 1901, op. cit., pp. 132-152.

it."[40]

2. In 1910, special attention was called to work being done by Mr. C. B. Haddon in connection with the introduction of agriculture in the rural schools. His work was along the line of securing the cooperation of the County superintendents, County school organizations, and of the individual rural schools for the teaching of agriculture. This report also mentions his organization of boys and girls into clubs for improvement along agricultural lines. A "Pig Club" was organized in Saluda County and the young people of the county had enthusiastically entered into the work.[41]

3. In 1911, nature study was being offered in grades one through three. Agriculture was introduced in the fourth grade and continued in the fifth, sixth, and seventh grades.[42]

4. In 1913, twenty-five counties reported the successful holding of a county school fair and field day. This resulted in welding the schools of the county into a better organized system and stimulated the boys and girls to increased effort in their work as well as in manual training and domestic arts.[43]

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[40] W. H. Barton, "The Industrial Side of the Public School," Annual Report of the State Superintendent of Education, O. B. Martin, (Columbia: 1905), p. 47.

[41] Annual Report of the State Superintendent of Education, 1910, op. cit., pp. 390-392.

[42] Annual Report of the State Superintendent of Education, J. E. Swearingen (Columbia: 1911), pp. 73-84.

[43] Annual Report of the State Superintendent of Education, J. E. Swearingen (Columbia: 1913), p. 54.

The same report reveals a hearty cooperation with the corn clubs and canning clubs. "The Trustees and teachers have entered heartily into the plan instituted by State Director, W. W. Long, to establish at five schools in each county a three-acre plot to test the effects of crop rotation."[44] In the same report the State Superintendent proposed a plan for coordinating the efforts of the various departments in the teaching of elementary agriculture. He recommended the following organization for furthering this work in the rural schools:[45]

1. A State director of elementary agricultural education to direct the corn club work of the boys and the school gardening and experimental work.

2. A state director of homemaking activities to direct the club work of the girls.

3. A County director of elementary work to correspond to the position of organizer of the boys' corn club.

4. A County director of girls' canning clubs and home arts.

The same report mentions that outstanding vocational work is being done in connection with the wood-work shop at Marion, the school dairy at Rome, the industrial school at Charleston and the cooking courses at Whitmire, Prosperity, Andrews and many other places in the State.[46]

5. In 1914, a letter from Mr. W. W. Long, State Director of

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[44] Ibid., p. 55.

[45] Ibid., p. 66.

[46] Ibid., p. 58.

Farm Demonstration Work, to the State Superintendent reveals that the two departments are cooperating in the school demonstration work. He reported that five schools had been selected in each county and that demonstrations had been established at the schools for the purpose of teaching the advisability of rotating crops, and the principles of soil building. He reported further that 140 of the school plots had been seeded to cover crops. Mr. Swearingen praised the work of Mr. Long as a step in the right direction.[47]

Characteristics of the Teaching in the Elementary Schools

A very comprehensive description of the methods and procedures used in the teaching of nature study and elementary agriculture are found in the Forty-Third Annual Report of the State Superintendent of Education.[48]

Nature study included the elementary and fundamental observations and experiments which expanded into geography and the natural sciences which are used practically in agriculture. The method used was determined largely by the incident and interest of the moment and the skillful teacher attempted to stimulate the observation of pupils by suggestions and well directed questions. The equipment used included generally the following: an aquarium, a wire gauze covered box for watching the development of insect life, a small microscope, some

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[47] Annual Report of the State Superintendent of Education, J. E. Swearingen (Columbia: 1914), p. 443.

[48] Annual Report of the State Superintendent of Education, 1911, op. cit., pp. 112-131.

large sheets of cardboard for mounting specimens, shelves for a small "museum," and such boxes and trays as are needed for germination experiments.[49]

A general outline of the course of nature study revealed the following topics which were closely related to teaching of agriculture: the soil; weather; plant study, the school garden; the home garden; insects; birds; animals and local industries. Typical of the types of questions raised with the students of this study were:[50]

1. Do all plants have seed?
2. How are milk-weed, thistle, dandelion, elm, maple and pine seed scattered?
3. Why should a farmer break his land deep?
4. How was the soil formed?
5. How does the farmer get his new crop of sugar cane?
6. Find plants which reproduce themselves in more than one way.
7. Of the food plants in South Carolina, of which do we eat the seed?
8. Which trees in your district make the best lumber?
9. Why do flowers have color?
10. How many legs has a grasshopper?
11. On what does the quail live in the winter?

On the teaching of elementary agriculture the following statement is found: "Elementary agriculture is nature study in operation.

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[49] Ibid., pp. 112-114.

[50] Ibid., pp. 115-129.

The teacher who has studied carefully and taught faithfully the suggested course in nature study, will already have made an excellent introduction to the subject of agriculture." Duggar's Agriculture for Southern Schools was recommended as a textbook for elementary agriculture. It had been adopted by the State Board of Education for use in elementary schools. It was recommended that the student's theories be put into practice by having some practical experiments in which he is engaged, such as raising an acre of cotton, or experimenting with a new kind of peanut, or raising pigs or chickens. It was suggested that the teacher use bulletins prepared by the government and Clemson College. The teacher was also urged to utilize the school garden, the corn club, the canning and poultry club, the county fair and the corn fair to develop interest among the boys and girls.[51]

According to Mr. Peterson, nature study was a conglomeration of elementary science of all forms and kinds. Gradually the part of nature study which bore heavily on agriculture, including birds and insects, became incorporated into agricultural teaching. Another part of nature study was incorporated into health teaching. Other parts of it were incorporated into home economics and home beautification.[52]

According to Mr. John E. Swearingen, there was not much being done for the teaching of agriculture until about 1909. He said that most money being appropriated in those days was for classroom and academic subjects. He credited Mr. W. K. Tate, State Supervisor of

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[51] Ibid., pp. 130-131.

[52] Personal interview, Peterson, op. cit.

Elementary Rural Schools, as the person who did more for getting agriculture started in the rural schools of the State than any other person. He said that the State received some money from the Peabody Board for rural school improvement and Mr. Tate worked for a rural graded school law which was passed in 1911. This law was a great incentive to the beginning of professional agricultural instruction in the public schools. Mr. Tate worked from the standpoint of getting agriculture from the book, but he was also interested in the practical part. He worked for a larger and a more competent teaching force. He said, "one of the great misfortunes in the early teaching of agriculture was the incompetence of the teachers."

Mr. Swearingen praised the work of Mr. J. M. Napier. He credited Mr. Napier with having a great deal to do with the starting of the teaching of agriculture in South Carolina. At the encouragement of Mr. D. L. Lewis, County Superintendent of Education of Darlington County, Mr. Napier was encouraged to start the teaching of agriculture there. Of this work, Mr. Swearingen said, "it took good root in Darlington County."[53]

Agriculture was being taught in the South Carolina public schools as early as 1902. The information as provided in Table 1 was taken from the Statistical Summary of the State Superintendents Annual Reports. Table 1 shows the growth trends of this work for the period 1902-1917 inclusive.[54]

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[53] Personal interview, Mr. John E. Swearingen, former State Superintendent of Education of South Carolina, Columbia, October 25, 1955.

[54] Annual Reports of the State Superintendents of Education of South Carolina, 1902-1917 inclusive (Columbia: 1902-1917).

TABLE 1

NUMBER OF STUDENTS STUDYING AGRICULTURE IN THE SOUTH CAROLINA PUBLIC SCHOOLS 1902-1917

Year	White	Negro
1902	66	35
1903	618	602
1904	908	584
1905	1736	847
1906	1680	960
1907*	—	—
1908	3586	1827
1909	2708	1076
1910	3500	1419
1911*	—	—
1912	5685	1929
1913*	—	—
1914	7311	4861
1915*	—	—
1916*	—	—
1917	7194	6442

*Not reported for year.

Elementary agriculture was taught for a number of years after the work was started in the State under the Smoak-Rector and Smith-Hughes Acts. According to Mr. Peterson, the itinerant type of teaching

which was done in the group schools was not limited to high school students, and these group schools were continued in the State for about ten years.[55] The Annual Report of the State Superintendent of Education for 1918 reveals that over 1,000 students were enrolled in thirteen groups of schools which were subsidized partially by Smith-Hughes funds. Of this number only 290 were enrolled under the Federal law.[56] In his recommendations to the State Superintendent of Education in 1918, Mr. Peterson recommended that three types of agricultural teaching be provided in the State, as follows:

1. The teaching of agriculture under Smith-Hughes aid in the larger central high schools of the State.
2. The teaching of agriculture under the State law in the smaller high schools and large rural graded schools which cannot yet meet the Federal requirements for teaching under the Smith-Hughes law.
3. The teaching of agriculture in the fifth, sixth and seventh grades of the rural graded schools. He stated that there were more than 700 of these rural graded schools in the State where four-fifths of the teaching was done by women. He recommended that some training be provided the teachers of this type school, that the State add something to their salaries for the teaching of elementary agriculture, and

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[55] Personal interview, Verd Peterson, op. cit.

[56] Peterson, "Report of the State Supervisor of Agricultural Instruction," op. cit., 1918, p. 48.

that they be required to remain in the community during the entire year.[57]

Early Agriculture in the High Schools

A good example of pioneer work in the teaching of agriculture in the high schools of the State was the work done in the Union High School at Rome, South Carolina in Georgetown County by Mr. O. M. Mitchell.[58] Mr. Mitchell stated that the Union High School was one of the first consolidations in the State. The movement for consolidation was completed in 1902 and the school was opened in 1903. Five one-teacher grammar schools consolidated into the Union High School. This school started with a principal and two teachers. Only one of these teachers did high school work. Mr. Mitchell went there as principal in 1906. In 1910, the school met the State requirements as a three-year high school and was approved to issue state high school diplomas.

When Mr. Mitchell went to Union he recalled that the farming people of the community were buying almost everything they were using in the line of food except eggs. He started out with the idea of developing better food for the community. He introduced two Jersey cows into the community and as interest in this type of dairy cow increased a small dairy was built. They emphasized milk and butter for better living and actually took care of the milk, churned cream and moulded butter in the school dairy. Mr. Mitchell taught all of the

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[57] Ibid., pp. 76-77.

[58] Personal interview, Verd Peterson, op. cit.

high school classes. The high school classes were taught as seventh, ninth and tenth grades as there were not enough students for an eighth grade class.

In 1908, Miss Florence H. Stubbs was added to the high school faculty to teach gardening to the girls. Experimental plots were started adjacent to the school building for this work. Some contact work was done with people in the community, but most of the teaching was performed at the school. This work was built around dairying and home gardening. The emphasis was on better home living. As more teachers were added to the faculty, Mr. Mitchell had more time for the practical side of the agricultural work. People soon began to appreciate good dairy cattle and began to provide better family living in the community.[59]

In 1914, the teaching of agriculture was begun in Darlington County by the late J. M. Napier. This teaching was organized in five consolidated schools and was done in cooperation with Clemson College and the farm demonstration workers. He was the specialist in charge of the work in the five schools. He spent two hours a week in each school and the grade teacher had charge of the work during the other three days of the week. In this way agriculture was a daily part of the program of studies. The Annual Report for 1915 described the work as "being satisfactory in every particular," and plans were made for

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[59]Personal interview, Mr. O. M. Mitchell, pioneer public school teacher and retired professor of Winthrop Training School, Dillon, South Carolina, March 3, 1956.

employing three "itinerant agricultural teachers" for 1915-1916.[60] Concerning this work, Mr. Peterson described Mr. Napier as the first teacher of agriculture in South Carolina. This work in Darlington County was the beginning of a system of circuit or group school teaching in South Carolina. It was usually organized in a group of schools numbering from three to five. Classes were usually met every other day. This work set up projects as a basis for procedure as the Smith-Hughes law later required.[61] This work was primarily done in the elementary grades, being offered to boys above the fifth grade. The salary of the teacher was paid jointly by the Darlington County Board of Education and Clemson College.[62] The program was continued and in 1916 it was accepted as the basis of the Toole Act.[63] In 1917, this work was placed under the provisions of the Smoak-Rector Act, and according to Mr. Peterson it was later placed under the Smith-Hughes law.[64]

The State Superintendent's report of 1916 revealed that sixty-one high school students studied agriculture during the 1915-1916 school year. Mr. Peterson stated that these students must have taken the work as a part of the general curriculum of the high schools. He

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[60] Annual Report of the State Superintendent of Education, J. E. Swearingen (Columbia: 1915), p. 27.

[61] Personal interview, Verd Peterson, op. cit.

[62] Annual Report of the State Superintendent of Education, J. E. Swearingen (Columbia: 1916), p. 16.

[63] Annual Report of the State Superintendent of Education, 1918, op. cit., p. 10.

[64] Personal interview, Verd Peterson, op. cit.

mentioned that a few of the larger rural high schools were offering agriculture as a part of the general curriculum.[65]

During the fall of 1917, Mr. Peterson visited several counties of the State to study the possibilities of organizing the work in other schools. The work that was being done in Darlington County by Mr. Napier was also studied. Plans were made in the fall of 1917 for establishing the teaching of agriculture in twelve groups of schools in the State. This work was planned to meet the requirements of the Smoak-Rector law.[66]

The State plan for vocational education was approved by the Federal Board on November 9, 1917 and South Carolina was certified to the Secretary of the Treasury to receive the Federal funds on November 15, 1917.[67] The South Carolina State Plan included among other things the following provisions:

1. Liberal salaries for trained teachers.
2. The local district shall furnish 25 percent, the State 25 percent, and the nation 50 percent of all salary expenses.
3. Grounds, buildings, equipment and other items must be furnished by local authorities.[68]
4. Each pupil who studies agriculture must spend at least

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[65] Ibid.

[66] Peterson, "Report of the State Supervisor of Agricultural Instruction," 1918, op. cit., pp. 45-46.

[67] Annual Report of the State Superintendent of Education, 1918, op. cit., p. 10.

[68] Ibid., p. 11.

ninety minutes daily in classroom work.

5. Each pupil must also spend an average of ninety minutes daily at supervised practical work on a productive basis.
6. Pupils must be fourteen years old to enter this work.
7. Each school giving agriculture under this law must provide a minimum of $100.00 worth of equipment and a separate room in which to teach agriculture.
8. There must be at least ten pupils enrolled in agriculture in the central high school to secure Smith-Hughes aid.[69]

Table 2 shows the groups of schools offering agricultural instruction during the first year under the Smith-Hughes law, counties in which located, teachers employed, and the beginning dates.[70]

During the first year under the Federal law there was a total of $4,728.25 of Smith-Hughes funds expended in the thirteen schools. Each pupil taking agriculture under the Federal law was required to grow some kind of crop under the direction of the teacher of agriculture, and the record reveals that a total of 385 acres of field and garden crops were produced by these pupils.[71]

In addition to the Federal funds received by the thirteen schools which operated under the Federal law in 1917-1918, there were ten counties which received additional funds under the Smoak-Rector

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[69]Peterson, "Report of the State Supervisor of Agricultural Instruction," 1918, op. cit., p. 63.

[70]Ibid., pp. 47-48.

[71]Ibid., p. 48.

TABLE 2

SCHOOLS OFFERING AGRICULTURAL INSTRUCTION THE FIRST YEAR, UNDER THE SMITH-HUGHES LAW, COUNTIES IN WHICH LOCATED, TEACHERS EMPLOYED AND BEGINNING DATES

County	School	Teacher	Beginning Date
Aiken	Wagener	C. S. Folk	Jan. 15, 1918
Anderson	Pendleton	T. M. Cathcart	Oct. 1, 1917
Greenville	Simpsonville	W. R. Gray	Jan. 8, 1918
Hampton	Estill	E. W. Garris	Feb. 25, 1918
Lancaster	Health Springs	M. L. Eargle	Dec. 20, 1917
Laurens	Laurens	J. C. Foster	May 27, 1917
Laurens	Gray Court-Owings	H. M. Lewis	Jan. 8, 1918
Marlboro*	Bennettsville	G. W. Pegues	Feb. 1, 1918
Orangeburg	Norway	A. H. Ward	Dec. 1, 1917
Richland	Dutch Fork	I. D. Lewis	Oct. 27, 1917
Williamsburg	Hemmingway	W. T. Clearman	Jan. 1, 1918
Williamsburg	Greeleyville	G. H. Pearce	Apr. 22, 1918
York*	Hickory Grove	R. J. Crockett	Dec. 1, 1917

*Negro

Law. The records reveal that there were in all approximately 1,000 pupils enrolled in agriculture during the year. The teachers employed under the State law devoted their time to classroom instruction and supervision of home projects carried by the pupils. Practically all of the pupils enrolled under the State law were in some kind of crop production on their home farms as practical projects in connection

with their theory in agriculture. The project work of the pupils was described as quite successful and the whole scheme of teaching under the State law was described as promising to be very successful.[72]

During the 1918-1919 school year agricultural instruction was continued and expanded. Under the Smith-Hughes Law there were twenty white central high schools undertaking the work. There were 278 white pupils enrolled in senior project work. The term senior project work was used to distinguish this type of work from the other types. Most of the central high schools had some junior project work connected with them. The junior project work consisted either of a group of younger pupils from the grades below high school or from nearby outlying schools which could not meet all of the requirements for the senior project work. Junior project pupils received one or two periods of instruction per week, varying in length from forty-five minutes to one hour. There were 506 white pupils enrolled in junior project work under the twenty teachers. The senior project work required the pupil to have a home project under the direction of the teacher of agriculture. This project had to be of six months duration and required an average of ninety minutes of work per day. To be eligible for senior project work the student had to be fourteen years old or older.[73]

Smith-Hughes work was provided in five negro schools during the 1918-1919 school year and 185 pupils were enrolled in the senior

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[72] Ibid., p. 68.

[73] Verd Peterson, "Report of the State Supervisor of Agricultural Instruction," Annual Report of the State Superintendent of Education, J. E. Swearingen (Columbia: 1919), pp. 68-75.

project work. It was reported that the Negroes entered enthusiastically into the work. However, the effort was hampered due to poorly equipped school houses, short terms and small teaching forces.[74]

In addition to the Smith-Hughes work, thirteen counties were providing for State aided teaching of agriculture in thirty-two schools during the 1918-1919 scholastic year.[75]

One significant development during the year 1919 was the passage by the General Assembly of the Laney Vocational Bill. This bill provided for appropriating annually an amount of money equal to that available from the provisions of the Federal law for any fiscal year. This provided for meeting the moneys available for salaries of teachers of agriculture, industrial subjects and home economics as well as teacher-training and supervision in all these lines.[76]

Characteristics of the Early Teaching in the High Schools

A good description of the early teaching of agriculture under the provisions of the Smoak-Rector and the Smith-Hughes laws is provided in the reports of the first teachers to Mr. Verd Peterson, State Supervisor of Agricultural Instruction.[77] A few of these reports are briefly summarized in order to show the procedures being followed and

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[74] Ibid., pp. 83-84.

[75] Ibid., pp. 82-83.

[76] Ibid., p. 67.

[77] Peterson, "Report of the State Supervisor of Agricultural Instruction," 1918, op. cit., pp. 49-66.

the results obtained in the work:

1. Edward W. Garris (now Dr. Edward W. Garris, Head of the Agricultural Education Department, College of Education, University of Florida, Gainesville, Florida) began the teaching of agriculture in a group of schools on February 25, 1918. This group of schools was located in Hampton County and included Estill, Garnett and Furman. His headquarters were at Estill High School which was located eight miles from Furman and fourteen miles from Garnett.

Classes were organized in all of the schools and each pupil carried a home project. The classroom work consisted of assignments and recitations. Textbooks, bulletins and farm papers were used when possible. Some laboratory work was done and a number of field trips were taken to stress particular points of the instruction. There was a school garden at each of the schools and the one at Garnett was described as "quite a success." Fruit trees were planted at Estill and Furman for the purpose of demonstrating to the pupils how to take care of an orchard.

About twenty-six pupils were enrolled in senior project work and about ten were enrolled in junior project work. He reported that the pupils had shown interest in their home project work at all times. In addition to the work with the school pupils, some of the farmers were furnished information concerning agricultural subjects.[78]

A. H. Ward (now District Supervisor of Agricultural Extension

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[78]E. W. Garris, "Report to the State Supervisor of Agricultural Instruction," Annual Report of the State Superintendent of Education, J. E. Swearingen (Columbia: 1918), pp. 53-54.

work at Aiken, South Carolina) began work in a group of schools on December 1, 1917. This group of schools was located in Orangeburg County and included Cope, Rowesville, North, East Elizabeth, and Norway. His headquarters were at Orangeburg which gave the following distances to the other schools: Cope, fourteen miles; Rovesville, eight miles; Norway, eighteen miles; North, eighteen miles; and East Elizabeth, fourteen miles.

Classes were held in two schools each day. There were about thirty-eight pupils enrolled in senior project work and about twenty enrolled in junior project work. The project work was reported as being very successful. Difficulty was reported in getting the students to keep accurate records. In addition to the work with the school pupils farmers were given assistance on various agricultural subjects. The people in general were very cooperative in getting the work started.[79]

In a personal interview, Mr. Ward related some interesting experiences concerning his work. He had difficulty traveling the sandy roads between Neeces and North. He related how he used to read the newspaper while driving through the sandy roads. The ruts were so deep that the car could not get out of the road. Classroom work involved mostly agronomy, soils and livestock. The classes had both boys and girls but mostly boys. He helped the farmers on an individual basis and also by speaking at their other community meetings. Four of the

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[79] A. H. Ward, "Report to the State Supervisor of Agricultural Instruction," Annual Report of the State Superintendent of Education, J. E. Swearingen (Columbia: 1918), p. 58.

schools involved were rated as high schools. East Elizabeth was a rural graded school.[80]

These two examples of teaching in the first Smith-Hughes classes are typical of the type of work that was being done in the thirteen schools during the first year.

A good example of the first teaching done under the State law is provided in the work which Mr. Napier did in Darlington County. In 1918, he gave a report of this school work in agriculture up to July 1, 1918.[81]

He reported that he had worked in a total of ten schools, involving some forty teachers and 115 students. He visited each of the ten schools one hour per week, at which time he reviewed the work conducted by the teachers and outlined work for the next week. The work was organized to fit the seasonal conditions of the students' home farm and also to make a practical application of the classroom theories which were studied at school. A school farm or plot was worked in connection with each school, which was the most unsatisfactory feature of the work because it was impossible to get them worked properly. He recommended that the practical applications of the teaching be done on the boys' home farm. He said, "the boys' home farm is the greatest agricultural laboratory imaginable, and I have never lacked for

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[80] Personal interview, Mr. A. H. Ward, former teacher of agriculture and District Extension Agent, Aiken, South Carolina, December 1, 1955.

[81] J. M. Napier, "Report to the State Supervisor of Agricultural Instruction," Annual Report of the State Superintendent of Education, J. E. Swearingen (Columbia: 1918), pp. 70-71.

material, about which he already knows something, with which to get him interested."

Mr. Napier reported that he had sixty-five boys enrolled in pig and corn clubs during the year and that a number of other boys kept farm records, pruned the home orchard and entered into other practical farm work. In addition to the work with the pupils, he assisted the farmers of the communities in a variety of ways, such as vaccinating hogs, balancing fertilizer formulas, erecting silos, recommending methods of control for diseases and insect pests, supervising a co-operative creamery and managing a bull association. He reported the full support of the teachers and the farmers of the county in this work.

The principal classroom teaching methods being used in the teaching of agriculture in 1919 were recitation, supervised study, laboratory, field trips and demonstrations. In addition to the classroom work, each pupil was required to have a home project. The home projects reported for the year 1918 were corn, cotton, castor beans, tobacco, sweet potatoes, Irish potatoes, wheat, garden, tomatoes, hay and cowpeas. Only a few schools did any work in animal husbandry during the first year because the course of study as outlined for the high schools of the State provided for teaching farm crops and soils the first year, animal husbandry the second, horticulture and special crops the third, and farm management, farm mechanics, and farm sanitation the fourth.[82]

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[82] Peterson, "Report of the State Supervisor of Agricultural Instruction," 1919, op. cit., pp. 69-76.

Some Principles Underlying the Early Development of Agricultural Education in South Carolina

Some of the principles around which the early development of agricultural education in South Carolina were built are briefly outlined below:

1. The early agitation for agricultural education in South Carolina stressed a need for this type of training in order to keep the young people on the farm. A good example of this is illustrated in a report made by Mr. William H. Hand, State High School Inspector, in 1909. He pleaded that our rural high schools be brought up to date through consolidation and the offering of agricultural and industrial courses, which would influence boys and girls to remain on the farms instead of going to town for their education.[83]

2. Another principle which was being stressed at an early date in South Carolina was that agricultural instruction should be provided through the system of public schools of the State rather than in separate agricultural high schools. A good example of the early thinking on this subject is found in the Annual Report of 1910: "I am fully convinced that it would be a fatal mistake for the people of this State to establish separate high schools for the teaching of agriculture. To do so would divorce cultural training from vocational training, instead of marrying them more closely. To establish independent high schools would mean a dual system to be supported . . . no other people need

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[83] William H. Hand, "High Schools," Annual Report of the State Superintendent of Education, J. E. Swearingen (Columbia: 1909), pp. 119-124.

broader intellectual training, in addition to theoretical and vocational training, than do the agricultural people of today."[84]

3. Mr. Peterson attributes the early rapid growth of agricultural education in South Carolina to the fact that it was incorporated into the public school system rather than being set up as a separate agricultural school. He said, "During the first twenty-five years South Carolina went forward faster than some of the other states and one of the reasons for this was, backed by Superintendent Swearingen, I accepted the theory that vocational education could best be given in a general school rather than a separate vocational school."[85]

4. Another principle which aided the early growth of agricultural education in the State was the plan for incorporating the teaching of agriculture under both the Federal Smith-Hughes law and the State laws which made this work available to a much larger group of students. Liberal State aid was provided for the support of a system of State aided classes to supplement the Smith-Hughes work. Peterson said, "it has been the aim of the State authorities to so organize the work that it will fit into the public school system with as little friction as possible and at the same time give more adequate educational opportunities to the schools in which the work is incorporated."[86]

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[84]William H. Hand, "Report of the State High School Inspector," Annual Report of the State Superintendent of Education, J. E. Swearingen (Columbia: 1910), p. 150.

[85]Personal interview, Verd Peterson, op. cit.

[86]Peterson, "Report of the State Supervisor of Agricultural Instruction," 1919, op. cit., pp. 86-87.

5. Many other principles incorporated into the early organization of agricultural education in South Carolina were embodied in the Federal Smith-Hughes law and the State plans. These principles were discussed earlier in the study.

Qualifications of the Early Teachers of Agriculture in South Carolina

According to Mr. O. M. Mitchell, there were no specific educational requirements for the certification of teachers in 1904. The teacher had to pass a county teacher's examination and was given a certificate based on the score made on the examination. Certificates were either grade one or grade two. Mr. Mitchell had begun teaching after completion of the sophomore year in college. Miss Florence H. Stubbs had begun teaching in the Rome High School after completing an eighth grade education.[87]

In 1909, Mr. William H. Hand said of the rural high school teachers, "In hundreds of these schools wholly incompetent teachers of both sexes, varying in age from sixteen to sixty years, caricature teaching at $25 to $40 a month."[88] In 1917, an article in The State indicated that some difficulty was experienced in securing capable agricultural teachers for the first year's work under the provisions of the Smith-Hughes Act. In this article Mr. Peterson was quoted as saying, "owing to the heavy demand for professionally trained agriculturists, for college graduates and for well equipped teachers, both the State

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[87] Personal interview, O. M. Mitchell, op. cit.

[88] Hand, "High Schools," 1909, op. cit., pp. 119-124.

Superintendent and the State Supervisor of Agricultural Instruction, are encountering many difficulties in procuring competent and desirable instructors."[89]

The State Supervisor said of the first thirteen teachers employed to begin teaching under the Smith-Hughes Act, "in nearly all cases graduates of State Agricultural Colleges were secured as teachers."[90] In 1917, teacher training was started at Clemson College and according to Professor B. H. Stribling, ten students signed up to take agricultural education in the fall of 1917.[91] Ten men completed the course in agricultural education at Clemson College in June 1919, and were assigned to positions as teachers of agriculture. Seven of them were employed in South Carolina.[92]

A summer school for the training of teachers was begun in July 1918, and there were thirty teachers enrolled.[93] A cooperative plan was worked out in 1918 between the State Department of Education and the teacher-training division of Clemson College, by which the teacher-trainers followed up their former students and assisted them in carrying out their work as teachers. Professors W. G. Crandall and O. M.

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[89] The State, November 28, 1917, p. 9.

[90] Peterson, "Report of the State Supervisor of Agricultural Instruction," op. cit, 1918, p. 46.

[91] Personal interview, B. H. Stribling, Professor of Agricultural Education at Clemson College, Clemson, December 3, 1955.

[92] Peterson, "Report of the State Supervisor of Agricultural Instruction," op. cit., 1919, p. 67.

[93] Ibid., p. 65.

Clark both spent some time in itinerate teacher-training work.[94]

The State Supervisor reported in 1920 that the response of the people of the State, and especially those engaged in the teaching of agriculture, had been very gratifying. Accounts from this report revealed in general that every phase of the work in the State was moving forward.[95]

Present Scope of Agricultural Education in South Carolina

Today vocational agriculture is taught in every county of South Carolina. There are 336 teachers of agriculture teaching in 321 departments of agriculture in the public schools of the State.[96] The total enrollment in the above departments included 11,158 all day students, 6,821 young farmers, 22,352 adult farmers, and 493 farm veterans.[97]

For administrative purposes the State is divided into five districts. The supervisory staff of vocational agriculture includes The State Director of Vocational Education, The State Supervisor of Agricultural Education, The Assistant Supervisor of Future Farmer and Young Farmer Training, and six Assistant Supervisors in charge of the

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[94] Ibid., p. 66.

[95] Ibid., pp. 66-93.

[96] W. E. Gore, "Number of Departments and number of Teachers by Districts," unpublished materials from the Office of the State Supervisor of Agricultural Education (Columbia: January 16, 1956).

[97] W. E. Gore, "Annual Descriptive Report," State Supervisor of Agricultural Education, unpublished material (Columbia: 1953-1954).

five districts. Each district has one supervisor, with the exception of district five which has two.[98] In addition to the above personnel, the teacher-training staffs of Clemson College and of South Carolina State College assist in the administration and supervision of the work in South Carolina.[99]

Figure 4 shows the five districts and the location of the white departments of vocational agriculture in South Carolina. Figure 5 shows the five districts and the location of the Negro departments of vocational agriculture in South Carolina.

Today the annual program of work covers many phases of agricultural education. In planning an annual program of work emphasis is placed on meeting the needs of the farm people. Farming problems are first determined and appropriate instructional programs are developed and put into operation with all-day students, young farmers, adult farmers and veterans enrolled in institutional-on-farm training.[100]

For the year 1953-1954, the State program of work was organized and carried out in the following areas:[101]

1. Production and preservation of food.
2. Promotion of a school farm shop program.
3. Supervised farming programs.

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[98] Directory of Teachers of Vocational Agriculture 1955-1956, State Department of Education (Columbia: 1956), p. 13.

[99] Ibid., pp. 13-19.

[100] Gore, "Annual Descriptive Report," op. cit., p. 1.

[101] Ibid., pp. 1-6.

Figure 4.- Map of South Carolina showing the Five Agricultural Districts and Location of the White Departments of Vocational Agriculture

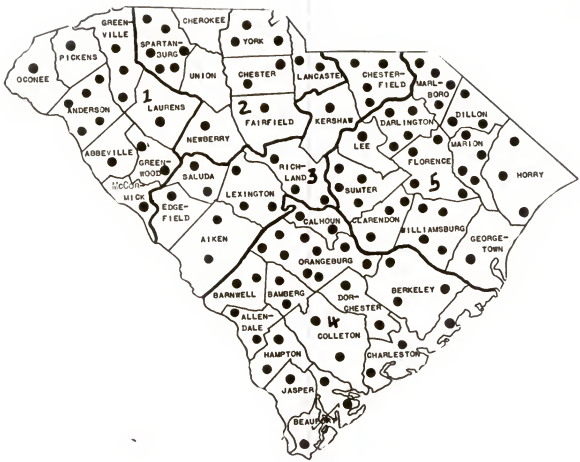

Figure 5.- Map of South Carolina Showing the Five Agricultural Districts and Location of the Negro Departments of Vocational Agriculture

4. Improvement of farm homes and communities by landscaping.
5. Farm water systems.
6. Conservation and improvement of farm forestry.
7. Use of electricity on the farm.
8. Other school-community training programs.
9. Future farmer program.
10. Young farmer program.
11. New farmer program.

During the year a number of district conferences were held in the various districts to assist the teachers in carrying out their local instructional programs. Two State-wide conferences were held--one at Clemson College for the white teachers of vocational agriculture, and one at State A & M College for the Negro teachers.[102]

The report for the year 1953-1954 revealed an annual appropriation of $756,000.00 for vocational agricultural work during the fiscal year. This represented an increase of $152,655.00 over the amount appropriated for the previous year. The increased appropriation was used for the following purposes:[103]

1. To provide the normal salary increases allowed for additional training and experience.
2. To increase the salary schedule 10 percent for all teachers.
3. To establish new full-time Negro departments.
4. To increase part-time Negro departments to a full-time

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[102] Ibid., p. 5.

[103] Ibid., p. 8.

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The report for the year 1953-1954 revealed that a total of six Negro schools needed new departments and sixteen Negro schools needed expansion of the existing departments. These needs could not be met due to lack of funds.[104] The following statement from the report offers some implications for the future outlook of vocational agricultural education in South Carolina: "The relationship between vocational agriculture and other agencies working with farm people has continued to grow. Teachers of vocational agriculture and supervisors are not only receiving more recognition from their work with farm people, but are being called on to participate in programs of other agencies in the further development of agriculture within the State."[105]

Summary

1. As early as 1827 demands for agricultural instruction in South Carolina were heard.

2. The State Constitution of 1868 made a provision that agriculture be taught as a part of the regular curriculum of the public schools of the State.

3. During the period 1886 to 1900, much agitation was heard for the introduction of scientific agricultural and industrial training into the public schools of the State.

4. In the early twentieth century, a strong national sentiment

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[104] Ibid., pp. 7-8.

[105] Ibid., p. 8.

developed for the introduction of vocational education into the schools. This national sentiment had the effect of strengthening public opinion in South Carolina for vocational instruction in the schools.

5. During the period 1901-1916, many strong pleas were heard urging legislation be passed to provide for vocational agricultural education in the State.

6. In 1916, the Toole-LaGrone bill was passed in South Carolina. It provided for an itinerant type of agricultural teaching in the State; however, it was never put into operation.

7. In 1917, the Smoak-Rector Act was passed and plans were made for putting its provisions into operation in the State. It amended and strengthened the provisions of the Toole Act. It provided for a trained teacher of agriculture to teach in a group of schools in the State.

8. The Federal Smith-Hughes law was approved by President Woodrow Wilson on February 23, 1917, and on February 27, 1917 the Legislature of South Carolina accepted the provisions of the law.

9. Before the provisions for vocational agriculture were made, South Carolina had provided for the teaching of nature study and elementary agriculture in the common schools of the State. This work was started in South Carolina in 1901. Nature study and elementary agriculture were later incorporated into vocational agriculture, home economics, and other studies. This type of agricultural teaching generally increased until the year 1918, and it was continued for about ten years after vocational agriculture was introduced into the high schools of the State under the Smith-Hughes law.

10. A cultural type of agriculture was taught in a few early high schools of the State as a part of the general curriculum. This work was incorporated into the Smith-Hughes work in 1917-1918.

11. In 1914, Mr. J. M. Napier started teaching a type of vocational agriculture in a group of elementary schools in Darlington County, South Carolina. This work was used as the basis of the Smoak-Rector Act passed by the State Legislature in 1917.

12. Early in 1917, plans were made for starting the teaching of agriculture in thirteen groups of schools in the State, under the provisions of the Smoak-Rector Act. On November 9, 1917 a State plan for the teaching of vocational agriculture under the provisions of the Smith-Hughes law was approved for South Carolina.

13. During the late fall of 1917 and early spring of 1918, the teaching of vocational agriculture was begun in thirteen groups of schools. This work partially met the provisions of the State Plan for vocational agriculture and was subsidized by the Federal funds provided under the Smith-Hughes law. The teaching which was provided in these thirteen schools included both work which met the provisions for the Smith-Hughes law and work which met the provisions of the State law. After two years of operation, the Federal Board for Vocational Education approved the group schools for Federal funds. The work was then separated and both types were taught in the State.

14. Teaching during the first years of the program was done by an itinerant type of teacher who taught in a group of three to five schools. Students were taught in the classroom and were required to have a home project where practical experience was gained in application

of the theories which were taught in the classroom.

15. Agricultural education advanced rapidly during the first few years of its operation in the State. This rapid increase was attributed to a number of reasons; most important among them was the early acceptance of a philosophy that this type of instruction could best be provided through the system of public schools of the State.

16. During the first years of the work it was difficult to procure enough trained teachers. In 1917, a teacher-training program was begun at Clemson College and some in-service training was provided through summer school work and supervision by the State department officials and the itinerant teacher-training staff of Clemson College.

17. Today vocational agriculture is taught in every county of South Carolina. There are a total of 336 teachers working in 321 departments of vocational agriculture.

18. There is still a need for expansion of the work to other communities in the State and the needed expansion could be provided except for the lack of necessary funds.

CHAPTER V

SUMMARY AND CONCLUSIONS

Summary

The purpose of this study has been to describe the development of agricultural education in South Carolina from the time of the earliest settlement to the beginning of the Federal program in vocational agriculture, and to bring together the contributions of the various institutions into a volume which might be useful to agricultural teachers.

In the course of this study it became necessary to group the institutions together in order to facilitate the handling of the vast number of them which contributed to the teaching of agriculture.

1. From the earliest settlements of the State emphasis was upon the development of an agricultural economy. The earliest settling groups generally came prepared to till the soil and take up the vocation of farming. The climate, soils and other natural resources tended to favor the development of an agricultural economy in the State.

2. Beginning in 1785, with the organization of the Agricultural Society of South Carolina, a group of agricultural societies and clubs sprang up in the State to promote the best interest of agriculture. At least six of these societies have been in existence for more than one hundred years and are still active today. These societies were

formed generally to promote better farming ideas and practices. They were voluntary organizations, held together not by necessity but by a desire to serve their members and the public in the common good. These societies filled a real need in the agricultural, economic and social life of their communities, and they are still dedicated to their original purposes. The work of these societies has generally been along the following lines:

(1) They encouraged trials and experiments and offered premiums for superior products.

(2) They encouraged better agricultural training and experimentation.

(3) They promoted clear thinking and wide reading through their published papers.

(4) They held fairs and encouraged the showing of the best specimens of crops and livestock.

(5) They furnished a forum in which the people of the State could be informed upon matters pertinent to agriculture.

3. The earliest educational institutions of the State did not contribute materially to the promotion of agricultural education.

Provisions were made, starting as early as 1797, for some manual labor training in a few schools of the State. This type of school provided for some training in practical agriculture, industrial arts and domestic science.

Around 1880, the teaching of agriculture at the college level was begun. At first this training was limited to the State University at Columbia, for whites, and Claflin University at Orangeburg, for

Negroes. In 1889, Clemson Agricultural College was established for the training of students in agriculture. A few other normal and industrial institutions were also founded in the State which provided a type of agricultural and industrial training.

At the beginning of the twentieth century a practical type of agricultural instruction was begun in the State through the cooperation of Clemson College and the United States Department of Agriculture. This training was provided in a few agricultural institutes and by a system of farmers' institutes which reached many of the farming people of the State.

In 1908, a system of farm demonstration teaching was instituted in South Carolina. This teaching provided for a practical type of demonstration teaching which was carried out at the local level on the farm of the demonstrator. Out of this type of teaching grew a system of boys' and girls' club work which has had a wide educational influence on agriculture.

4. Much agitation was heard for the introduction of agricultural teaching into the public schools of the State, beginning as early as 1827; and in 1868, provision was made for agriculture to be taught as a part of the general curriculum of the public schools.

Not much was actually done toward the teaching of agriculture until after the turn of the century. Beginning in 1901, agricultural teaching was provided in the elementary schools of the State as nature study and elementary agriculture. This work was continued until 1917, and was then gradually incorporated into vocational agriculture, home economics and other branches of training.

In 1917, legislation on a national and state level was enacted. This provided for a system of vocational agricultural training in South Carolina. Vocational agricultural training was begun on a high school level in the State in 1917.

Agricultural education has continued and expanded in South Carolina and today it is offered in every county of the State. Indications are that this type of training in South Carolina is limited only by a lack of the necessary funds.

General Conclusions

1. Contributions to the early teaching of agriculture in South Carolina have been made by a great number and a wide variety of institutions.

2. The work of the founding fathers of agricultural education in South Carolina was laid on a solid foundation.

3. South Carolina is now providing a good state-wide system of training in vocational agriculture which reaches into almost every community of the State.

4. There is a need for some expansion of the work in the State, which is now limited only by a lack of the necessary funds.

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BIOGRAPHICAL SKETCH

Legrand Iris Yarborough was born in Scranton, South Carolina, October 12, 1915. He was graduated from the Scranton high school in 1932. He entered Clemson College in 1934 and received the degree Bachelor of Science in 1938. After which event he taught vocational agriculture in the public schools of South Carolina until 1941. He was an aerial bombardier in the United States Air Force in World War II.

In 1949, he began graduate work at the University of South Carolina and received the Master of Education degree in 1953.

From 1947 to 1954 he served as teaching principal of the J. C. Lynch High School, Coward, South Carolina.

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This dissertation was prepared under the direction of the chairman of the candidate's supervisory committee and has been approved by all members of the committee. It was submitted to the Dean of the College of Education and to the Graduate Council and was approved as partial fulfillment of the requirements for the degree of Doctor of Education.

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